27687

NATIONAL LIBRARY
OTTAWA

CANADA

BIBLIOTHÈQUE NATIONALE
OTTAWA

NAME OF AUTHOR.. DAWN F. LINDENBERG

TITLE OF THESIS ACCOMMODATION PROBLEMS IN EDUCATIONAL PROGRAMS FOR RETARDED CHILDREN IN EDMONTON

UNIVERSITY.. of ALBERTA

DEGREE FOR WHICH THESIS WAS PRESENTED... M.Ed.

YEAR THIS DEGREE GRANTED.. 1976

Permission is hereby granted to THE NATIONAL LIBRARY OF CANADA to microfilm this thesis and to lend or sell copies of the film.

The author reserves other publication rights, and neither the thesis nor extensive extracts from it may be printed or otherwise reproduced without the author's written permission.

(Signed) Dawn F. Lindenberg

PERMANENT ADDRESS:

11308 - 58 Avenue
Edmonton
Alberta

DATED April 13 ... 1976

NL-91 (10-68)

INFORMATION TO USERS

THIS DISSERTATION HAS BEEN
MICROFILMED EXACTLY AS RECEIVED

This copy was produced from a microfiche copy of the original document. The quality of the copy is heavily dependent upon the quality of the original thesis submitted for microfilming. Every effort has been made to ensure the highest quality of reproduction possible.

PLEASE NOTE: Some pages may have indistinct print. Filmed as received.

Canadian Theses Division
Cataloguing Branch
National Library of Canada
Ottawa, Canada K1A ON4

AVIS AUX USAGERS

LA THESE A ETE MICROFILMEE
TELLE QUE NOUS L'AVONS RECUE

Cette copie a été faite à partir d'une microfiche du document original. La qualité de la copie dépend grandement de la qualité de la thèse soumise pour le microfimage. Nous avons tout fait pour assurer une qualité supérieure de reproduction.

NOTA BENE: La qualité d'impression de certaines pages peut laisser à désirer. Microfilmée telle que nous l'avons reçue.

Division des thèses canadiennes
Direction du catalogage
Bibliothèque nationale du Canada
Ottawa, Canada K1A ON4

THE UNIVERSITY OF ALBERTA

ACCOMMODATION PROBLEMS IN EDUCATIONAL PROGRAMS FOR RETARDED CHILDREN IN EDMONTON

by

Dawn F. Lindenberg (C)

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION

IN

SPECIAL EDUCATION

DEPARTMENT EDUCATIONAL PSYCHOLOGY

EDMONTON, ALBERTA

SPRING, 1976

THE UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research, for acceptance, a thesis entitled Accommodation Problems in Educational Programs for Retarded Children in Edmonton submitted by Dawn Faye Lindenberg in partial fulfilment of the requirements for the degree of Master of Education.

Supervisor

Date March 24, 1976

DEDICATION

This thesis is dedicated to my husband and to my small son, Kelly. My husband's continual support and co-operation made it possible for me to abandon many of the household duties which would have made it impossible for me to complete this paper. My son's good nature made it possible for me to work with peace of mind and concentration, knowing that he was not too unhappy in my frequent absences from him. I owe a very large "Thank you" to them both.

ABSTRACT

The object of the present research was to determine whether there are any mentally retarded school age children in Edmonton who do not have access to an educational program. Related literature shows that there are many retarded children in the U.S. who have no opportunity to benefit from an educational program, and there has been increasing litigation in that country related to the fact.

Investigation shows that there is no central registry of retarded individuals in Alberta, so that there is no way of knowing how many such people there are, let alone whether or not they are enrolled in an educational program of any kind. It therefore seems entirely possible that there could be children in Edmonton who are unaccounted for by the educational system, and who therefore are being denied access to free publicly supported educational programs.

In an attempt to determine whether such children exist in Edmonton, data regarding waiting lists and the reasons for placement of children on these lists were gathered from individual facilities in Edmonton which provide educational services for mentally retarded school age children in Edmonton. To further add to the available evidence, data regarding retarded school age individuals who had been voluntarily registered at the government agency of Services for the Handicapped as residing in

Edmonton and having an unmet educational need were collected. An attempt was also made to determine the reasons why the educational needs of the registered individuals were unmet at that time, and to determine the kind of program for which the individual had a need.

Major findings were: (1) that there are currently 148 children of school age on waiting lists for some type of educational facility in the Edmonton area; (2) that 31 of the children on these waiting lists are currently receiving no educational program at all; (3) that many of the children on waiting lists require behavioral management programs; and, (4) that the largest proportion of the children with unmet educational needs are severely and profoundly retarded, 15-18 years of age, and male.

ACKNOWLEDGMENTS

I would especially like to thank my advisor, Jack Goldberg, whose efforts on my behalf helped greatly to lend the impetus required to press on with the work involved in this thesis, while I was balancing a career and family at the same time. Thanks are also owed to Mr. Fred Loach and his co-workers at Services for the Handicapped, who were always available to help out with information. In addition, thanks are due to the many facility directors and parents who made their help available to me at any time. Finally, I would like to thank Dr. Don Cameron, who originally inspired my efforts in this area.

TABLE OF CONTENTS

Chapter		Page
I.	INTRODUCTION.	1
	Background	1
	Permissive Legislation	3
	Prince Edward Island	3
	Manitoba	3
	New Brunswick	4
	Newfoundland	4
	British Columbia	4
	Quebec	4
	Ontario	4
	Alberta	4
	The Importance of Educating the Retarded	5
	The Moral Right	5
	Legal Trends	5
	Economic Issues.	7
	Summary	7
	Possible Educational Goals for the Retarded	9
	Summary	12
	Definitions	13
	Overview of Edmonton Facilities . . .	13
	The Borderline and Mildly Retarded Children	15

Chapter | Page

The Trainable or Moderately Retarded Children 16

The Severely, Profoundly, and Multiply Handicapped Retarded 17

Other Types of Facilities 19

Summary 19

Major Hypothesis 21

Questions 22

II. METHOD 24

Subjects 24

Services for the Handicapped 26

Dependent Handicapped Survey . . . 26

Eric Cormack Center and Wetaskiwin Center Waiting Lists 27

Needs Survey-1975 28

Educational Facilities in Edmonton . . 29

Parent Interviews 31

Interview with an Authority in the Field 33

Information Gathering 34

Procedure 34

III. RESULTS 36

Data Obtained from Services for the Handicapped 38

Comparison of Results of Dependent Handicapped Survey for Edmonton Region with Incidence of Lower

Chapter Page

Levels of Retardation in Canada. . . 38
Information Regarding Those Children Residing in Edmonton, Sub-Region Who Are on Waiting Lists for Eric Cormack Center and Wetaskiwin Center and Those Identified by Needs Survey (1975). 42
Some Reasons Why Children May Not Presently Be Enrolled in a Program . 48
Information Concerning the Number of School Age Children in Edmonton Who Have Unmet Educational Needs, Their Level of Retardation, Age, and Basic Type of Need 49
Information Concerning Specific Kind of Program Child is Waiting for as it Relates to Age, Sex, and Retardation Level of Child 56
Summary in Brief 60
Data Obtained from Individual Facilities. 62
Information Regarding Facilities in Edmonton Providing Educational Programs for the Retarded and Reasons Why Children May be Placed on a Waiting List. 62

Chapter Page

Perceptions of Facility Staff with Respect to Inadequacies in Educational Provisions for the Retarded 64

Data Obtained from Parent Interviews. . 68

Case 1. 68

Case 2. 69

Case 3. 70

Case 4. 70

Data Obtained from an Authority in the Field 72

IV. DISCUSSION 74

V. Conclusions 89

Implications 91

V. Footnotes 93

VI. Bibliography 94

VII. Appendix I 97

VIII. Appendix II 100

LIST OF TABLES

Table	Description	Page
I	Estimated Incidence of All Ages of Moderately, Severely, and Profoundly Retarded Individuals in Metropolitan Edmonton (Population approximately five hundred thousand in 1974) Using Canadian Association for the Mentally Retarded Statistics Compared with Incidence Figures for All of Canada	38
II	Incidence in Edmonton Region of All Ages of Moderately, Severely, and Profoundly Retarded Individuals as Determined by Dependent Handicapped Survey Statistics Compared with Incidence Figures for All of Canada	39
III	Number of School Age Children Residing in Edmonton Sub-Region, Classified by Age, Sex, Level, and Whether or Not Enrolled in Another Educational Program While on a Waiting List	43
IV	Number of School Age Mentally Retarded in Edmonton Sub-Region, with Straight Educational Needs, Classified According to Sex, Age, and Level of Retardation	50
V	Number of School Age Retarded in Edmonton Sub-Region with Behavioral Management Needs Primary, Classified According to Sex, Age, and Level of Retardation	52
VI	Number of School Age Retarded Children in Edmonton, Sub-Region with Educational plus Behavioral Needs, Classified According to Age, Sex, and Level of Retardation	54
VII	Number of Children Seeking Placement as Related to Age and Kind of Program	56
VIII	Number of Children Seeking Placement as Related to Sex and Kind of Program	57
IX	Number of Children Waiting for Each Kind of Program as Related to Whether or Not Child is Currently Enrolled in a Program	59

Table	Description	Page
X	Degree of Retardation as Related to Number of Facilities Serving Present Enrollment and Total Number of Children on Waiting Lists, Ages 6-18 years	62

LIST OF FIGURES

Figure		Page
I	The Edmonton Area (Edmonton Sub-Region)	98
II	The Edmonton Region	99

CHAPTER I

INTRODUCTION

The objective of the present study was to determine whether there are mentally retarded children of school age in Edmonton who have unmet educational needs, and, if so, to try to estimate the number of such children at various age and retardation levels. An attempt was also made to determine some of the reasons for the educational requirements of any such children being unmet. It was hoped in this way to obtain an indication as to the areas in which deficiencies in the educational system for mentally retarded children in Edmonton seem to lie.

Education for the present purpose was considered to be as Roos (1971) defined it--

> --the process whereby an individual is helped to develop new behaviors or to apply existing behaviors, so as to equip him to cope more effectively with his total environment. It should be clear, therefore, that when we speak of education, we do not limit ourselves to the so-called academics. We certainly include the development of basic self-help skills (Roos, 1971, p. 2).

Topics to be dealt with in this section include: 1. the occurrence of children with unmet educational needs in the United States; 2. the permissiveness of Canadian educational legislation and its present status from province to province; 3. the moral, legal, and economic aspects of the problem; 4. possible educational

goals for the retarded; 5. an overview of Edmonton facilities for children at 3 different levels of retardation (borderline and mildly retarded; trainable or moderately retarded; severely, profoundly, or multiply handicapped retarded); and, 6. a summarization of the problem.

The basis for suspecting that there may be children with unmet educational needs in Edmonton is, first of all, that there are such children elsewhere, and that the present status of Canadian educational legislation could allow some retarded children of school age to be unaccounted for in schools. The importance of providing for the educational needs of the retarded hopefully will become apparent after a brief examination of the moral, legal, and ecomomic aspects of the issue, and of the educational attainments which it is possible for the retarded to achieve. The possibility of gaps in educational services for the retarded may begin to appear in the discussion of available facilities for the retarded in Edmonton.

The Occurrence of Children with Unmet Educational Needs

The Situation Elsewhere

As anyone who has a neighbour with a retarded child at home all day knows, there are some children who do not go to school, or who, indeed, do not take part in any sort of organized training or educational program. The number of children who are or may be involved is indicated by the following: in Pennsylvania, in 1971, 14,267 retarded children were out of school for one reason or

another (Gilhool, 1973); in 1969-1970, 74% of exceptional children in Alabama were not receiving an education appropriate to their needs (Russell, 1973); and, Reynolds (1971) and Goldberg (1971) point out that in the U.S. in 1966, the number of children enrolled in special programs was less than half the number estimated to need them. There is no reason to believe that a similar situation does not exist in Canada.

Permissive Legislation in Canada

In Canada, as of 1969, virtually all of the legislation for exceptional children was permissive rather than mandatory in nature. All provinces had classes for slow learners and the educable retarded, but all allowed schools to exclude indefinitely or not to require attendance of a mentally deficient child (Ballance & Kendall, 1969).

Prince Edward Island--As of 1972, there was as yet no legislation providing specifically for the retarded, but the Lt.-Gov.-in-Council could make provision for them. By 1975, responsibility for the educable and trainable retarded rested with the public school boards.[1]

Manitoba--By 1971, Manitoba had assumed public responsibility for all retarded children, and legislation was passed to make it mandatory to establish classes wherever there were enough children in need of special help (Ballance & Kendall, 1972). The number of children required is not known to the author, as no available infor-

mation indicated it.

New Brunswick--By 1974, tutoring was provided for home bound retarded children, with the understanding that eventually it would become the responsibility of the school boards. By 1975, the trainable mentally retarded were provided for in special classes sponsored either by school boards or by Associations for Retarded Children.[2]

Newfoundland--As of 1972, public school boards were given the authority to establish classes for retarded children and had assumed responsibility for programming for the severely retarded children (Ballance & Kendall, 1972).

British Columbia--As of 1975, all schools for the trainable retarded were under the jurisdiction of the public school boards.[3]

Quebec--As of 1972, school boards were responsible for education of the trainable retarded (Ballance & Kendall, 1972).

Ontario--As of 1975, school boards were responsible for educating the trainable retarded (Ballance & Kendall, 1972).

Alberta--The mandatory school attendance age in Alberta was 7-16 years as of 1969, but the Public School Act of Alberta, 1970, enabled boards to lower the entrance age. The act also allowed boards to exclude children from classes "until special education could be arranged." That time, for many, was "never." As late as spring

1975, vague "temporary exclusion" clauses still existed to cover cases in which health or behavioral problems exist, or generally, to take in those children deemed "incapable of profiting" from an education program (Alberta School Act, Sec. 134-138). In other words, Alberta still has non-compulsory education.[4]

Since 1969, there have been a number of additions in provisions for exceptional children, but most of the legislation is still basically permissive.

The Importance of Educating the Retarded

There are a number of moral, legal, and economic issues which point up the need for concern about the possibility that some children may not be receiving an education.

The Moral Right

The Universal Declaration of Human Rights, (Art. 26, U.N.), states that "everyone has the right to education", but somehow this basic "right" seems to have become lost in the shuffle with regard to its applications to the retarded.

Legal Trends

So far, as was pointed out earlier, schools have been somewhat slow in providing "equal opportunities", but as Cameron (1972) has stated, "a zero reject policy is shaping" (p. 9) which will demand an educational opportunity for <u>everyone</u>, and we might as well be prepared. If educators do not initiate reform, it is possible that

the courts will. The trend in other countries has been just that. In Japan and in many states of the United States, laws exist mandating education for all mentally retarded, although not all of these laws are fully in effect yet. In the United States in the past five years, there has been a major upsurge in legislative action concerning the rights of the retarded. Almost seventy percent of the States now have mandatory educational legislation, at least for the trainable and educable groups, and the courts have affirmed that all children have a right to educational programs, no matter how handicapped they are, or if they are in an institution (Abeson, 1972). According to (1) Pennsylvania Association for Retarded Children vs Commonwealth of Pennsylvania, 1971; (2) District of Columbia (Mills vs Board of Education of District of Columbia, 1972); and (3) Louisiana (Lebanks vs Spears, 1973), no child can be excluded from free publicly supported education by reason of a handicapping condition (Casey, 1973).

Canada seems to be moving very slowly in a direction similar to that taken by the United States. So far, two provinces have taken steps to ensure an educational opportunity for all school age children, regardless of handicap. In Nova Scotia, by 1973, regulations under the Education Act made it mandatory for school boards to provide for all mentally handicapped children.[5] In Saskatchewan, by 1971, mandatory legislation existed to

require all school boards to provide educational programs for the retarded by means of special classes and services or by contracting with another board, agency, or institution. The board has no financial responsiblity for children placed in public institutions whose principle responsibility is not education.[6]

Only two provinces, then, have made an unmistakable move to mandate that school boards provide educational programs for all retarded children--Nova Scotia and Saskatchewan. By the spring of 1975, in all of the provinces except Alberta, school boards had reportedly assumed overall responsibility for programming and providing at least for the education of the trainable retarded, but it is impossible to determine the extent to which these provisions have been put into effect at this time.

Economic Issues

Institutional care for the retarded is expensive. As reported by the Financial Post, January 26, 1974, the institutional care for twenty people for sixty years was three times as expensive as community care and supervision. However, in order to get a job in order to become even partly self-supporting, some minimal degree of skills, and thus, some education are required. Occupying a useful, productive position in life requires some degree of

acceptance by society, and this "usefulness" cannot accrue unless, as Wolfensberger (1972) states it, some normalization of the individual occurs. The normalization process involves "utilization of means which are as culturally normative as possible to establish and/or maintain personal behaviors and characteristics which are as culturally normative as possible" (p. 28). If a retarded child is denied an educational opportunity, he has virtually no chance of being successfully integrated into society and the job market. Lack of provision for the retarded perpetuates a poor public image and results in continued lack of acceptance (Weintraub & Abeson, 1974; Crabtree, 1973). This, of course, means continued inadequacies in educational provisions and a "vicious circle" is established.

Summary

It would appear that there is certainly a moral basis for giving the retarded an educational opportunity and the legal trend appears to be in that direction in other countries, and lately, in our own. Economically, it would be to everyone's advantage if more retarded individuals were able to obtain education and training to the point where they could become at least partly self-supporting and in some cases, completely so.

Possible Educational Goals for the Retarded

It seems that, as Dybwad (1972) states, "our tendency to provide educational services for certain educational 'groups' has led administration to perceive the 'others' as ineducable" (p. 99). The "others" are most often those who are profoundly, severely, or multiply handicapped retarded children, and traditionally, the treatment which has been offered to them has consisted of custodial care only. Reasons for their exclusion from educational programs have been numerous. Among the reasons given are: the child's not being toilet trained before application, poor mobility, behavioral problems present, no program available in the child's geographic area, and so on.

According to Cruikshank (1958), the severely retarded cannot "learn" in the sense that normal children can, anyway, but they can be trained. If educators were to follow this line of thought, it is nevertheless obvious that some type of educational facility would be required for retarded children with ability below that which is traditionally referred to as the moderately retarded level, so that they may be "trained".

It may well be that many severely and profoundly retarded children may have been labelled "uneducable" or "unable to learn" simply because they have never been given the opportunity to use what ability they have. Forrest et al (1973) have stated that the "overall

functioning of at least some of them can be significantly improved" (p. 177), and furthermore that

> an approach which assumes, often on the basis of a once and for all test of general intelligence, that certain achievements are by definition beyond an individual's capabilities and then proceeds to deny him any opportunity to acquire them is very much a self-proving prediction (p. 173)

Evidence in the case of Pennsylvania Association for Retarded Children vs Commonwealth of Pennsylvania, 1971, has shown that all retarded individuals can learn to some extent, since some change in behavior always results from an organized, concentrated effort. Evidence given in the Pennsylvania case also suggested that the greatest number of retarded children can become self-sufficient or can attain some degree of self care.

Fuller (1974) reports success in teaching children with IQ's in the twenties to read with comprehension and even to transfer that ability to other material. She devised a scheme in which a circle, a line, and an angle represented the letters of the alphabet. The method was dubbed, the "ball-stick bird" method. Some with IQ's in the thirties learned as rapidly and well as those in the sixties. She reports that communication and speech increased, some children eventually learned to write and seemingly endless rocking stopped. Forest et al (1973) seem to back up these findings, as they state "progress in learning, especially where

particular skills are involved does not correlate with IQ to anything like the extent that was formerly believed" (p. 173).

It may be possible to accomplish far more with the severely mentally retarded than anyone has believed until recently. Dr. P. Wilson, of the School of Rehabilitation Medicine at the University of Alberta, who was involved in setting up a "pilot zero reject" project in the state of Missouri, tells of a program which involved thirty children with IQ's under thirty, most of whom were multiply handicapped. The plan was to teach various types of motion, self-help and self-entertainment. At the end of one year, most of the children were attempting self-help and many were up and walking. The program has since been expanded.

Custodial care used to be all that was extended to retarded children at the trainable level too, but great strides have been made in that area in recent years, thanks to research findings such as the following: Kirk, (1957) reports that trainable mentally retarded children develop at one-third to one-half the rate of normal children and may eventually reach a mental age of about eight years, but that they usually have the potential for self-care, self-protection, some degree of successful social adjustment, and are potentially economically useful under supervision. Kirk also reports that children at

this level of retardation retain information almost as well as normal children and further that when matched on chronological age with normals, retardates do poorly at the beginning of training in motor skills, but show rapid improvement, and if the task is not too difficult, may even catch up with normals. Skeels and Dye (1939), Skeels (1942) and Kirk (1958), all offer testimony that IQ increases dramatically when a child is submitted to an educational program. It seems apparent, then, that retarded children can learn, and possibly may be able to learn more than we have imagined.

However, it is all very well to want to establish educational facilities for all retarded children, but there are problems too. Adamson and Van Etten (1972) suggest that the "zero reject" policy, in which no child is excluded from an educational program will work in perhaps seventy per cent of cases, but that an alternative is needed. Their suggested alternative, the "fail-save" method, would entail a period of trial and error in various programs, with periodic re-evaluation until an appropriate program was arrived at. As yet, there is no data to either support or reject either the zero-reject or the fail-save method (Adamson & Van Etten, 1972).

Summary

Methods of handling retarded children in the past, especially for the more severely retarded, have consisted of shutting them away from the world. Now, however, research is leading the way to a great many accomplish-

ments which were formerly thought to be impossible for the retarded: all they need, in many cases, is the opportunity.

Definitions

For purposes of this study, the following classification of levels of retardation has been employed:

Borderline to Mild Retardation	(EMR)	IQ 50-75
Moderate or Trainable	(TMR)	IQ 35-49
Severe		IQ 20-35
Profound		IQ -20

A brief description of the characteristic traits of those children found at each of the levels of retardation as employed in this paper is as follows:

Profoundly Retarded : total medical nursing required; little or no self-help skill in matters such as toileting, feeding, dressing; non-verbal; no attempt at relating to others or to environment; motor control severely affected;

Severely Retarded: minimal self-help skills in toileting, feeding, dressing; requires supervision in self help; regular medical care required because of physical and/or mental disability; some mobility; communication and socialization attempts random and largely emotional; extremely limited attention span; minimal speech;

Moderately Retarded (Trainable): can usually learn functional academic skills to fourth grade by late teens in

special classes; ambulatory; capable of self care under supervision; able to relate to others in structured settings; more than average medical supervision required;

Borderline to Mildly Retarded (Educable): can reach independence in all areas; requires only same average amount of medical care as non-handicapped person; can usually achieve roughly to grade 6 level by late teens; problems in adjustment to adult society.

Overview of Edmonton Facilities

There have been many programs established in the past for various categories of retarded children: school boards have set up opportunity room programs for the educable mentally retarded, social agencies have set up their programs, and various parent groups have established programs as well. The result has been a great mixture of facilities, few of which seem to be co-ordinated with others. Until recently, in the Edmonton area, educational programs available for the retarded have been almost exclusively for the educable and trainable retarded groups, to the exclusion of the severely, profoundly, and multiply handicapped retarded. Only in the past 2½ years or so, has there been an organized program for the latter group of children. As yet, these new facilities such as The Edmonton Rehabilitation Society Child Development Center and The Activity Center for the

Dependent Handicapped, are small and struggling, but at least they are trying to help the children whom everyone else seems to have ignored. As Ballance and Kendall (1972) put it, programs for severely/profoundly/multiply handicapped retarded "have certainly been developed in a few centers, but there is a dearth of information or reports about these"--or--"about the number of children for example, who have been excluded from special education programs because they are multiply handicapped. We know that such children exist, and that some of them are not receiving service" (p. 30).

The Borderline and Mildly Retarded Children

Edmonton Public Schools as well as those of St. Albert and Strathcona County accepted the responsibility for educating the majority of those termed educable mentally retarded. However, there are parents whose children do not fit into the opportunity room programs provided by the school boards, so referrals are made elsewhere. "Elsewhere" could be any one of a number of places, and the reason for the referral could be a behavioral management problem which would interfere too much with class routine, intelligence level too low to profit from the particular program offered, and so on. L.Y.Cairns school, as the chief Edmonton facility which serves EMR children from the ages of 12 to 18 years, under the jurisdiction of the Edmonton Public School

Board, may encounter children who do not "fit" there either, and referrals may then be made from that school too. No record of such referrals is kept. There is no system of feedback which helps to push the school boards to aid the parents in finding accommodation for their children. If a parent is not persistent, his child may sit at home with no program at all. There is no regulation which obliges school boards to ensure that each child who is brought to them receives aid.

The Trainable or Moderately Retarded Children

At the next lower level of retardation, the trainable level, there are similar problems. The two main schools which service children at this level are private parent association schools: Winnifred Stewart School and Robin Hood School. These schools offer motor and sense training, self-help training, and academics. Children whose parents have initially approached one of the major facilities such as Winnifred Stewart School, may find that their child is non-admissible because he or she is confined to a wheelchair. The school's architecture is such that it is virtually impossible to provide for the use of wheelchairs. This leaves then, as the usual alternative, Robin Hood School, which can cope with two wheelchairs per classroom, but as there are only six rooms, the problem is obvious. After those two alternatives have been exhausted, there is virtually no place for the child to

go for an educational program. Winnifred Stewart School also does not accept children who are not toilet trained although Robin Hood School does so on a part-time basis. The capacity of Robin Hood School, however, is only fifty-six students. Thus, if Winnifred Stewart School has turned the child down and there is no space at Robin Hood School, the child must be put on a waiting list for an indeterminate length of time.

Older children (16 years and up) who are at the trainable mentally retarded level usually may progress, if they so desire, to the Western Industrial Research and Training Center, where they can learn specific trade skills with an eye to possible full or part-time future employment. However, if there is an emotional disturbance present, uncontrolled seizures, or certain types of physical disabilities present, the child is usually not admissable, because of the many dangers involved in working around machinery. There is almost no alternative for such children. Again at this level of retardation, there is no system of recording and feedback so that no one agency knows exactly who has been turned down, to where the child has been referred and whether or not the child is finally in a program.

<u>The Severely, Profoundly, and Multiply Handicapped Retarded</u>

Facilities for those children who are deemed profoundly or severely retarded or multiply handicapped retarded in-

clude: Eric Cormack Center, the Edmonton Rehabilitation Society Child Development Center and the Activity Center for the Dependent Handicapped. As far as is possible, a one-to-one teacher-pupil ratio is used, so that each child can have some motor training, self-help training, and at the Activity Center and Child Development Center, as much academic work as he or she might be able to handle. Many Edmonton children who are retarded to this degree are sent to various Calgary facilities and others to Wetaskiwin Center, which is set up to train and give custodial care to severely retarded children. For those children who are bed-ridden, profoundly retarded, Eric Cormack Center handles up to ninety-six cases, and gets its referrals from the Regional Office of Services for the Handicapped. The Activity Center and the Child Development Center handle 25 and 35 children respectively, and deal mainly with the multiply handicapped. The latter two facilities receive referrals from every imaginable source and they, like Cormack Center and Wetaskiwan Center, have waiting lists.

The "space" situation is so serious, that sometimes a facility director who has received assessment material from Glenrose or from some other source on a prospective client, will report that the parents and child "did not materialize", but that no attempt was made to track the child down because the waiting list is lengthy, and there

are many who are literally in desperate need. The spot would then be given to someone else on the list. Once again, there is no feedback to the referral source, and no follow up to see if the original applicant was eventually enrolled in a program. Parents who can cope at home with the child are encouraged to do so for as long as they can, to give others with greater need for family relief a chance to enroll their child.

Other Types of Facilities

Aside from these major facilities, there are various small facilities available. Two examples of this kind of facility would be the Evelyn Unger School for Language and Learning Development, and the Edmonton School for Autistic Children. These facilities service only a small number of children all told, and they have fairly specific entrance requirements, so that they are of use to a relatively different portion of the retarded population, whose major diagnosis is often not one of retardation.

Summary

It seems clear then, that there may be many children who have become "lost in the shuffle" since there is no way of knowing whether or not children who were referred from one source to another ever became enrolled in a program. It is not even possible to get a totally accurate

picture of the number of children who are on waiting lists for the various facilities in Edmonton because some may be on more than one list, and facilities, out of respect for the parents privacy, do not compare waiting lists. Since there are schools operating under so many different authorities, such as parent associations, school boards and the Department of Health and Social Development, it is difficult if not impossible to co-ordinate criteria and activities, and to set up and maintain specific standards. Some schools may not be adequately programmed, but who is to judge?

A child may be considered to have an unmet educational need if he or she is currently enrolled in no educational program, or in a program which is deemed by the facility director to be inappropriate for the child.

In view of the fact that (a) there are children in the United States who are not enrolled in any educational program, (b) that legislation regarding education is permissive in Alberta and in most of Canada, and that (c) control of facility management and referrals is so fragmented in Edmonton, it seems likely that there may be retarded children in Edmonton who are not receiving any educational program.

Summary

It is easy to see, then, a great deal of evidence to suggest that (1) there are many retarded children in

the United States and may well be in Canada, who are not getting an educational opportunity; and that (2) there is almost no mention by the provinces of specific educational provisions for the severely/profoundly/multiply handicapped retarded. Saskatchewan and Nova Scotia, at least, have supposedly assumed responsibility for educating these children too, but there is no indication as yet as to how this has been or will be implemented. Furthermore, (3) retarded children may have the legal and/or moral right to an educational opportunity; (4) countries outside of Canada, as well as some of the Canadian provinces are moving slowly but surely towards assuming public responsibility for the education of all retarded children; and, (5) retarded children are capable of profiting from an education and such training and education would be of benefit to themselves and to the rest of society. Finally, there is the distinct possibility that enough gaps exist among the educational facilities for the retarded in Edmonton that some children may be totally without an educational program of any kind.

The main hypothesis of this study, then, is that: <u>there are some retarded children in Edmonton who are receiving no educational program</u>. The specific questions which this study will attempt to answer on the basis of the information available are the following:

1. whether or not the Edmonton area seems to have a greater or lesser proportion of dependent handicapped children, when compared with Canada in general;
2. whether there are substantial numbers of retarded children in Edmonton currently on waiting lists for some educational facility in the city, regardless of whether or not they are currently enrolled in some educational program, and with respect to these,
   (a) whether there are proportionately more children at any one level (EMR,TMR, or severely/profoundly retarded) who have unmet educational needs;
   (b) whether there are proportionately more children at any one age level who have unmet educational needs;
   (c) whether there are proportionately more children of one sex who have unmet educational needs;
   (d) some of the reasons why these children are not presently in an educational program;
   (e) the kinds of programs for which the largest proportion of children are waiting;
3. whether or not a large proportion of retarded children who are considered to have educational needs are currently enrolled in any kind of

educational program;

and,

4. to what extent the complaints and opinions of involved authorities and of some parents of retarded children reflect the actual deficiencies in the educational provisions for retarded children in Edmonton.

CHAPTER II

METHOD

Subjects

The population which formed the basis for this study consisted of retarded children between the ages of six and eighteen years, living in the Edmonton sub-region, whose educational needs were not being adequately met in the spring of 1975. The Edmonton sub-region was defined as consisting of the city of Edmonton, plus an area of roughly forty-five miles radius around Edmonton (see Appendix 1, figure 1). The criteria for being classified as a child whose educational needs were not being adequately met were: (a) that the child was not at the time of the survey enrolled in an educational program, or, (b) that the child was enrolled in a program, but the director of that program acknowledged that the facility was incapable of providing appropriately for the child's needs at the time surveyed.

The population just mentioned was sampled by means of surveying all facilities in Edmonton listed in:

(a) Inventory of Educational Services for Handicapped Children of Pre-school and School Age in Alberta, Special Education Services Branch, Alberta Department of Education, November 1974;
(b) The Developmentally Handicapped: a directory of services in Alberta, Alberta Association for the Mentally Retarded, 1974;
(c) Services in Edmonton for the Men-

tally Retarded-1974, by Social Planning Section, Edmonton Social Services, City of Edmonton

as providing educational services for retarded children, and by means of obtaining from the Edmonton (Regional) Office for Services for the Handicapped, a list of children in the Edmonton sub-region who have unmet educational needs.

Part of the problem of determining the proportion of school age children who might have unmet educational needs is that nowhere does there exist a complete list of mentally retarded children in the Edmonton area, or in the province for that matter. Services for the Handicapped, a government agency, has recently been involved in conducting a study to determine the number of retarded children who have unmet needs, educational needs among them, so that office seemed the best one from which to try to elicit information for the present study. It was anticipated that information from this source would be corroborated by that obtained from individual educational facility directors, with regard to the level of retardation at which the greatest proportion of children have unmet educational needs. Solicitation of information and opinions from an authority in the field, and from parents of retarded children was utilized as a means of completing the picture as to the apparent inadequacies in educational provisions for the retarded.

Services for the Handicapped

Services for the Handicapped is a government of Alberta agency which has compiled a list of all retardates identified to it by referral sources including individual educational facilities, parents, community child development programs, public health units, group homes, auxiliary hospitals, nursing homes, and so on. All children registered with Services for the Handicapped as having an educational need that is unmet were included in the sample, and there were actually three sources of data from that agency: (1) the Dependent Handicapped Survey-1973; (2) the waiting lists for Eric Cormack Center and Wetaskiwin Center; and, (3) the Needs Survey-1975.

The specific information obtained from the previously mentioned sources consisted of the following:

Dependent Handicapped Survey

Source one was the general results of the Dependent Handicapped Survey, completed by Services for the Handicapped in December, 1973, and showing the comparison between the proportion of dependent handicapped individuals in the Edmonton region (Appendix 1, Figure 2), and the proportion found in Canada as a whole, according to Canadian Association for the Mentally Retarded statistics. The survey was designed to identify all individuals with a family base in the Edmonton region who were deemed

multiply handicapped or dependent handicapped. "Dependent handicapped" was defined as: those individuals who are severely or profoundly retarded, so that a great deal of supervision is required, and even some ward care. In most cases, there is significant physical impairment which will be present throughout life. Not included in the survey were persons currently served in the region, but with a family base outside.

It was intended that an examination of this information would suggest, at least in part, an explanation for any apparent adequacy or inadequacy in educational provisions for dependent handicapped retarded children in Edmonton, since larger or smaller numbers than the national average might have some bearing on the ability of existing facilities to accommodate those dependent handicapped children with educational requirements.

Eric Cormack Center and Wetaskiwin Center Waiting Lists

The two facilities for the profoundly and severely retarded in the Edmonton area are the Eric Cormack Center in Edmonton, serving the profoundly retarded, and Wetaskiwin Center in Wetaskiwin, serving the severely retarded. Both accept all their referrals through Services for the Handicapped, so the waiting lists for both are virtually complete at that office. Information obtained with respect to both centers includes that on

children aged six to eighteen years, whose families reside within the Edmonton sub-region only, and the data is up to date as of April 1975.

Needs Survey-1975

A Survey of Needs (1975) of the mentally retarded of school age, who are voluntarily registered as explained previously, at Services for the Handicapped, yielded individual information for children in the moderate, mild, and borderline retarded group.

The following information was obtained regarding the individual children voluntarily listed by parents, doctors, schools, associations, etc., with the Services for the Handicapped office as having educational needs, and refers to those children included in sources two and three: (a) the age, sex, and retardation level of each child; (b) the facility or type of facility for which each is waiting; (c) the reasons why some of the children may not presently be in the program to which they seek admission; and, (d) whether or not each is in any educational program while awaiting admission to another. All levels of retardation were considered with respect to as many of the above points as possible for each individual.

Information presented in tables three to nine then, was obtained from the waiting lists for Cormack and Wetaskiwin Centers, and from the Needs Survey.

It was anticipated that information about the children who are on waiting lists would provide an indication

as to the level at which most adequate provisions for the education of the retarded exist, the age level most affected, the type of program which appears to be in shortest supply, and most important of all, the number of children who are currently receiving no educational program at all. Again, it may be that there is some overlap among children on waiting lists, but at the moment, this type of information is all that is available.

Educational Facilities in Edmonton

By means of interviews with directors of facilities listed in Appendix 2, the kind of clientele served by the establishment and any difficulty in accommodating those who apply for admission were determined. The preceding was determined by means of eliciting responses to questions concerning the following items: (a) description of students, including age and level of retardation, (b) type of program offered and number of children served, (c) sources of referrals and funding, (d) whether or not there is a waiting list, and (e) information about children on those waiting lists.

The main concern was with the children on waiting lists, and the following information was sought in relation to them: (a) the number of children awaiting admission; (b) the age, sex, and retardation level of these children; (c) the reason why the child could not immediately be ad-

mitted; and, (d) whether or not each child is enrolled in another educational program while waiting. In addition, complaints of facility staff about educational provisions for the retarded in Edmonton were elicited. An attempt was made to include in the sample the children who had been rejected for admission by the individual facilities, but this could not be done because files of those rejected were not retained.

With respect to the children included by all three information sources at Services for the Handicapped, as well as those on the waiting lists for individual facilities, some were presently enrolled in educational programs, but were considered to have unmet educational needs, because the program they were currently in was not entirely appropriate to their needs, according to the assessment made by professional staff members of individual facilities. Other children included by the various information sources as having unmet educational needs had no current program placement at all.

It should be noted here that although Wetaskiwin Center is not actually in metropolitan Edmonton, it is within the Edmonton area, and all referrals are handled through Services for the Handicapped, so it is possible to obtain relevant information regarding Edmonton children on its waiting list.

A total of twenty-eight children from the waiting lists of the individual facilities and one hundred forty-eight from the Services for the Handicapped list constituted the sample. Although there may be an indeterminable amount of overlap between the facility lists and the Services for the Handicapped list, the sampling procedures did identify a group of children who could provide some evidence regarding the deficiencies in educational provisions for the retarded in the Edmonton area.

Parent Interviews

Four parents of children currently enrolled in two facilities--the Edmonton Rehabilitation Society Child Development Center and the Activity Center for the Dependent Handicapped--were interviewed in order to determine their feelings of satisfaction or dissatisfaction with the present educational system for the retarded. For example, it was attempted to discover whether or not they felt that they would rather have their child enrolled in some other facility, and if so, the reason why; and most especially, their opinions were sought with respect to the procedures they had gone through, other services they had tried previously, and so on, before their child was finally enrolled in the present facility.

Parents of children on waiting lists could not be interviewed because facility directors were understandably reluctant to put the author in touch with them. Although

it would have been desirable to have interviewed more parents, this was not possible either, because under the regulations set out by the respective Boards of Directors for the various facilities concerned, initial contact was made in one case by means of the facility director sending letters of explanation home with the children enrolled, giving the parent the option of contacting the writer, and in the other case, by means of the facility director phoning parents of children enrolled there, to determine who would be willing to co-operate. In all, four parents responded, and were interviewed at their homes.

Questions which were asked and which were pertinent to the present study referred to: (a) a description of the child's age, sex, level of retardation, (b) length of time required between application and admission to present facility, (c) other programs in which the child might previously have been enrolled and reasons for leaving, (d) whether the child is on a waiting list for any other center, and if so, why, and, (e) complaints regarding present facility or with general system of education for retarded children as they see it.

It was hoped to obtain from the interview results, some idea as to where parents feel the shortcomings of provisions for educating the retarded lie, and a picture of the process which parents of handicapped children go through in trying to enroll their child in a program.

Interview with an Authority in the Field

Dr. John Church, Director of Special Education for Alberta, seemed to be the best resource person to question with regard to the education of retarded children in Edmonton, and an interview was duly arranged. Information sought lay in the following categories: (a) legislation regarding education of the retarded in Alberta, (b) present or future plans to set up educational programs within the public school systems for other than those children already accommodated.

This interview was an attempt to determine whether or not there is any current or planned legislation which would make it mandatory that all retarded children be given an educational opportunity, and whether there is any move by the government which would seem to be a step in that direction. Such information would give at least some indication as to whether the government is moving to delete some of our apparent educational inadequacies with regard to the retarded.

It was anticipated that the preceding information would provide some basis for determining which level of retardation demonstrated the largest proportion of unmet educational needs, some of the reasons why children are on waiting lists, and whether or not there is any other program available to those children who are waiting. It was anticipated that the data thus gathered on these topics would reinforce that collected from Services for

the Handicapped, and it was hoped to obtain from the complaints of the facility staff a picture of where the people directly involved feel the inadequacies lie in provisions for educating the retarded.

Information Gathering

The information of interest was gathered by means of inspection of Services for the Handicapped records on individual children, by conducting interviews with directors of individual facilities in Edmonton, and by having a sample of the parents of some retarded children complete an interview-questionnaire, in which a standard set of questions was asked of all the parents. In addition, the preceding method was supplemented by means of an interview with Dr. John Church, Director of Special Education for the province of Alberta.

Procedure

Procedures involved in carrying out this study, then, involved: (a) making contact with the Services for the Handicapped office and obtaining permission to use information regarding children registered there as having educational needs, (b) carrying out several interview sessions with employees there to list information about children concerned, (c) identification of facilities in Edmonton for education of the retarded, (d) conducting interviews at each facility, (e) location of parents

willing to be interviewed and solicitation of responses to an interview-questionnaire, and (f) selection and carrying out of an interview with an authority in the field. Although the information gathered cannot supply a completely accurate account of deficiencies in educational provisions for retarded school age children in the Edmonton area, it does appear to be suitable for purposes of determining whether deficiencies do exist, and to provide at least some idea of the magnitude and kind of deficiencies which may exist.

CHAPTER III

RESULTS

This chapter presents the information gathered for the purpose of answering those questions posed on page 22 of Chapter 1.

The order of presentation will be as follows:

1. comparison of results of the Dependent Handicapped Survey for the Edmonton region with the Canadian Association for the Mentally Retarded statistics for incidence of lower levels of retardation in Canada in general;

2. presentation of data obtained from Services for the Handicapped concerning

(a) number of children who have unmet educational needs in that they are on waiting lists for various facilities or types of programs, classified by age, sex, and level of retardation, and according to whether or not they currently have a program;

(b) reasons why children may not presently be in a program;

(c) age, sex, level, and kind of program for which the largest proportion of children are on waiting lists;

and, (d) kind of program for which the largest pro-

portion of children are waiting as related to whether or not they have a program at present;

3. data obtained from individual educational facilities in Edmonton concerning

(a) clientele served;

(b) whether or not there is a waiting list, and if so, the number of children on it;

(c) reasons why some applicants have been denied immediate admission; and,

(d) complaints with respect to facilities presently available for education of the retarded;

4. responses from parents of retarded children when asked what they feel general educational needs are as a result of their experience with their own child, and problems they encountered in seeking admission to a program for their child; and,

5. responses from an authority in the field of education for retardates, when questioned regarding possible future plans for more extensive educational programs and difficulties of establishing same.

DATA OBTAINED FROM SERVICES FOR THE HANDICAPPED

Comparison of Results of Dependent Handicapped Survey for Edmonton Region with Incidence of Lower Levels of Retardation in Canada[a]

Table I

Estimated Incidence of All Ages of Moderately, Severely, and Profoundly Retarded Individuals in Metropolitan Edmonton (Population approximately five hundred thousand in 1974) Using Canadian Association for the Mentally Retarded Statistics Compared with Incidence Figures for All of Canada.[a]

Degree of Retardation	Canadian Incidence	Per Cent of Total Number of Retarded	Estimated Population of Retarded of All Ages in Edmonton Using Basic 1%
Moderate	.3%	7%	1,500
Severe	.075%	4%	375
Profound	.025%	1%	125
Total	.4%	12%	2,000

[a]According to most recent Census of Canada-1971

Table one shows the estimated number of individuals of all ages in metropolitan Edmonton, including Strathcona and Sturgeon, who fall into the three lower levels of retardation. Canadian Association for the Mentally Retarded figures estimate that 0.4% of the Canadian population falls within the 3 lower levels, and based on an Edmonton population of

five hundred thousand, taken from Census of Canada statistics, 1971, this means that some two thousand metropolitan Edmonton individuals are expected to be in this group: one thousand five hundred or .3% of the Edmonton population at the trainable retarded level, three hundred and seventy-five or .075% at the severely retarded level, and one hundred and twenty-five or .025% at the profoundly retarded level.

Table II

Incidence in Edmonton Region of All Ages of Moderately, Severely, and Profoundly Retarded Individuals as Determined by Dependent Handicapped Survey Statistics Compared with Incidence Figures for All of Canada.[a]

Degree of Retardation	Number of Individuals Identified in Survey	Per Cent Each Category Constitutes of Edmonton Region Population of All Ages	National Incidence of 3 Levels of Retardation
Moderate	253	.031	.3
Severe	151	.019	.075
Profound	197	.024	.025
Total	601	.074	.4 %

[a]According to most recent Census of Canada-1971

Table two shows the number of individuals of all ages in the Edmonton region (see Appendix I) identified by the

Dependent Handicapped Survey as belonging in the group termed moderately, severely, or profoundly retarded. In using these figures, a comparison can be made with national incidence statistics. Canadian statistics for the profoundly retarded coincide very closely with those for the Edmonton region, whether rural or urban areas were considered--0.024% in the Edmonton region as compared with 0.025% in national statistics (see Table II). The incidence of severe retardation was 0.019% for both rural and urban Edmonton, compared with 0.075% in national statistics. Prevalence of moderate retardation was approximately 0.031% for the Edmonton region, compared with 0.3% overall in Canada, so it is in this latter portion of the survey that the most individuals have probably been missed. It is not too surprising that those figures concerning the profoundly retarded coincide closely, since these individuals are likely to be the most visible of the retarded--the ones for whom parents and relatives are most likely to need help, and thus, to approach various agencies about. It is interesting to note, however, that the results of the Dependent Handicapped Survey showed one hundred and ninety-seven individuals in the profoundly retarded group, while Canadian Association for the Mentally Retarded and national statistics suggest that metropolitan Edmonton could be expected to have approximately one hundred and twenty-five individuals in this level of retardation. Bearing in mind the fact that the Dependent Handicapped Survey covers the

entire Edmonton region (see Appendix I) as well as metropolitan Edmonton, it would seem logical to assume then, that roughly seventy-five or 38% of individuals who are profoundly retarded live outside of the metropolitan area but still within the Edmonton region.

The survey, as thorough as it appears to be, underestimated the incidence of severely retarded individuals by .056% and the number of moderately retarded by .269% as compared with Canadian Association for the Mentally Retarded statistics and national figures. The parents and relatives of these individuals are probably less likely to require aid in the care and handling of people at this level, so that those agencies and individuals approached by surveyors would be less likely to be aware of them. As a result, any estimation as to the size of educational deficiencies for the retarded may appear to be much smaller than it actually is.

Although figures representing the school age population of the dependent handicapped in the Edmonton region were included in survey results, there are no such figures available at national levels, so a comparison of Edmonton region and national statistics on this point is not possible. There were, however, according to survey results, 133 moderately retarded school age children, 65 severely retarded, and 108 profoundly retarded. These children represent respectively, 52.5%, 43%, and 54.8% of those

individuals of all ages identified as having each degree of retardation.

Information Regarding Those Children Residing in Edmonton Sub-Region Who Are on Waiting Lists for Eric Cormack Center and Wetaskiwin Center and Those Identified by Needs Survey (1975).

Table III

Number of School Age Children Residing in Edmonton Sub-region, Classified by Age, Sex, Level, and Whether or not Enrolled in Another Educational Program While on a Waiting List.

	Age	Sex	Number at Each Level of Retardation					Total
			Profound	Severe	Moderate	Mild	Borderline	
WITH PROGRAM	6-8	F=4	3	1	0	0	0	10
		M=6	1	0	4	1	0	
	9-11	F=6	0	1	3	2	0	19
		M=13	1	2	7	3	0	
	12-14	F=12	2	1	4	5	0	29
		M=17	0	2	7	8	0	
	15-18	F=17	1	0	8	7	0	59
		M=42	0	1	16	26	0	
	Sub-Total	F=39	8	8	49	52	0	117
		M=78						
WITHOUT PROGRAM	6-8	F=3	2	1	0	0	0	8
		M=5	2	2	0	1	0	
	9-11	F=0	0	0	0	0	0	2
		M=2	1	0	0	1	0	
	12-14	F=5	3	2	0	0	0	7
		M=2	0	0	2	0	0	
	15-18	F=9	2	0	1	4	2	14
		M=5	2	0	1	2	0	
	Sub-Total	F=17	12	5	4	8	2	31
		M=14						
	Grand Total	F=56	20	13	53	60	2	148
		M=92						

Table three shows that there were one hundred and forty-eight school age children in the Edmonton area (including

Sherwood Park and St. Albert), who were identified by means of the Needs Survey (1975), or by their presence on the waiting list for either Eric Cormack Center or Wetaskiwin Center, as having unmet educational needs.

It will be noted from data presented in Table three, that the majority of children, one hundred and seventeen of the one hundred and forty-eight or 79%, who have educational needs do have an educational program somewhere while they are on the waiting list for some other facility. This is an important point, however, when one realizes that these children are on waiting lists because their present program is inappropriate to their needs. Even more important, however, is the fact that 21% or thirty-one of the one hundred and forty-eight children on waiting lists have no educational program at all at present.

Among those who have no program at present, 32.3% are borderline or mildly retarded, 12.9% are moderately retarded (TMR), but 54.8%, almost double the percentage for any other group, are severely or profoundly retarded. Of the borderline/mildly retarded group, 83.8% have a program, 16.2% do not; of the moderately retarded group, 92.4% have a program, while 7.6% do not; but, of the severely/profoundly retarded school age children, only 48.5% have a program at present, while 51.5% do not. By far the largest proportion of unmet educational needs, then, seems to lie with those who are severely and profoundly retarded. However, as was pointed out earlier in Table one, this group repre-

sents the smallest expected incidence of retarded individuals in the Canadian population. The largest group of retarded individuals, as stated in Table one, is that of the borderline and mildly retarded individuals. As is demonstrated by Table three, this is the group with the second highest incidence of unmet educational needs (16.2%).

Among those children who are on waiting lists, but who are enrolled in programs at present, 44.4% are in the mildly retarded category, 41.8% in the moderately retarded group, but only 13.6% in the severely/profoundly retarded level.

The majority of those both with and without a program at present are in the 15-18 year age bracket. Children in this age group represent 50.4% of those who are presently enrolled in an educational program, and 45.1% of those who are not enrolled in any educational program. Of the 15-18 year age group, 80.8% have a program at present, while 19.2% do not.

Among those without a program, the children in the 9-11 year age bracket seem to be least affected, representing only 14.2% of children having no program at present. The 6-8 year and 12-14 year age groups are represented roughly equally among those without a program.

In other words, the greatest need for initial program enrolment appears to lie at the 15-18 year age level, and the greatest need for more appropriate enrolment appears to lie at this age level too.

Table three shows that the majority of children with educational needs are male, representing 62.1% of the group. It is also noteworthy that there are twice as many males as females presently enrolled in educational programs, and that among those without programs, 54.8% are male and 45.2% are female.

In other words, there are twice as many males as females requiring more appropriate programs, although the numbers of males and females presently in need of an initial placement are not much different.

To sum up the most important information contained in Table three, the greatest extent of unmet educational needs seems to lie at the 15-18 year age level, among members of the male sex, and among the severely/profoundly retarded.

It appears at first glance as though the percentage of retarded children with unfulfilled educational needs is very small. Using the Canadian Association for the Mentally Retarded percentage figure which indicates that 3% of the Canadian population may be mentally retarded, and the estimated Edmonton population of five hundred thousand, it is estimated that there could be fifteen thousand retarded individuals in Edmonton. Those one hundred and forty-eight school age children cited in Table 3 as having unmet educational needs constitute only 1% of the expected incidence of all retarded individuals, but it must be remembered that those included in

Table 3 are listed on a strictly voluntary basis with Services for the Handicapped, so for various reasons, children who have needs may not be listed, and an untold number of these could have educational requirements.

For example, using Canadian Association for the Mentally Retarded statistics, the total number of trainable retarded individuals in Edmonton, based on an estimated city population of five hundred thousand, could reasonably be expected to be one thousand five hundred. There are a total of 457 school age children enrolled in Edmonton facilities for the moderately retarded, and fifty-three on waiting lists. This leaves nine hundred and ninety or 66% of the expected number of trainable mentally retarded unaccounted for.

Using the same procedure, the total number of severely/profoundly retarded in Edmonton could be expected to be five hundred. There are a total of 152 such children enrolled in Edmonton facilities, and 33 on waiting lists. This leaves 315 or 63% of the expected number of these individuals unaccounted for.

One cannot be at all sure that the small percentage of children on waiting lists are the only ones who have unmet educational needs. Such a large proportion of individuals at the moderately and severely/profoundly retarded levels are unaccounted for in Edmonton facilities or on waiting lists for them, that the proportion of children with unmet needs may be far greater than anyone imagines.

Some Reasons Why Children May Not Presently Be Enrolled in a Program

Some of the reasons why children may not presently be enrolled in a program while awaiting entrance to another program were: in the case of the severely and profoundly retarded, most of whom were awaiting entrance to either Cormack or Wetaskiwin Centers, no space was available for them; while in the case of those at the moderate and mild levels of retardation, no program exists which is close enough to their needs, either because of physical handicap conditions, health problems, or behavioral management problems, etc.

A behavioral management problem is deemed to be present if the behavior of a child is so atypical when compared with that of other "average" children of his age, sex, and general status in school, as to interfere with the attentiveness and learning ability of either himself or his fellow pupils. Individual data as to specific kinds of handicaps, behavioral or health problems were not available. Each child's major unmet need was indicated by listing the type of program for which he or she was waiting.

Information Concerning the Number of School Age Children in Edmonton Who Have Unmet Educational Needs, Their Level of Retardation, Age, and Basic Type of Need

There are one hundred and forty-eight school age children listed by Services for the Handicapped as having some type of unmet educational need, such as the need for placement in a program for a child who has no program now, or the need for placement in a more appropriate type of program than that which he has now. Within the group of one hundred and forty-eight children with unmet educational requirements, Services for the Handicapped has designated three main sub-groups: (a) those children requiring straight educational placement (Table four); (b) those with severe behavior problems (Table five); and (c) those with educational needs in conjunction with behavior management problems of a less severe nature than those among the children mentioned in (d), (Table six). Tables four, five, and six comprise the total sample of one hundred and forty-eight children listed by Services for the Handicapped.

Table IV

Number of School Age Mentally Retarded in Edmonton Sub-Region, with Straight Educational Needs, Classified According to Sex, Age, and Level of Retardation.

Age	Sex	Number at Each Level of Retardation					Total at Each Age Level	% That Children at Each Level Constitute of Sample
		Profound	Severe	Moderate	Mild	Borderline		
6-8	F=7 M=8	8	4	1	2	0	15	10.13%
9-11	F=5 M=10	2	3	7	3	0	15	10.13%
12-14	F=11 M=7	5	5	4	4	0	18	12.16%
15-18	F=18 M=33	5	0	19	26	1	51	34.45%
Total at Each Retardation Level	F=41 M=58	20	12	31	35	1	99	
% That Children in Each Category Constitute of Entire Sample	F=41.5% M=58.5%	13.51%	8.1%	20.94%	23.64%	0.67%		66.87%

For those children about whom data is presented in Table four, straight educational placement is their greatest need at this time. It may be that they require initial placement in an educational program, or merely that they are already enrolled in a program and require a more appropriate placement.

Of the one hundred and forty-eight with unmet educational needs, 66.87% require straight educational placement. Those children with this type of need are

mainly in the 15-18 year age group (51.5%), while frequencies at each of the other age levels is approximately equal. The majority of children with this type of need are male (58.5%), compared with 41.5% female. The moderately retarded make up 31.3% of those children with straight educational needs, while the mildly/borderline retarded make up 36.4%, and the severely/profoundly retarded comprise 32.3%. The need for straight educational placement then, seems to be almost evenly distributed among the severely/profoundly retarded, moderately retarded, and mildly/borderline retarded categories.

Table V

Number of School Age Retarded in Edmonton Sub-Region with Behavioral Management Needs Primary, Classified According to Sex, Age, and Level of Retardation

Age	Sex	Number at Each Level of Retardation					Total at Each Age Level	% Children at Each Age Level
		Pro-found	Severe	Mod-erate	Mild	Border-line		
6-8	F=0 M=1	0	0	1	0	0	1	0.67%
9-11	F=1 M=3	0	0	1	3	0	4	2.70%
12-14	F=3 M=7	0	0	3	7	0	10	6.75%
15-18	F=4 M=3	0	1	2	4	0	7	4.72%
Total at Each Retard-ation Level	F=8 M=14	0	1	7	14	0	22	
% That Chil-dren in Each Category Con-stitute of Entire Sample	F=36.4% M=63.6%	0	0.67%	4.72%	9.45%	0		14.86%

Table five includes some children who are presently enrolled in educational programs and some who are not. Any child included by the data presented on Table five is recorded as having a behavioral problem so severe that any educational program can make very little headway until the behavioral problem can be ameliorated. If any of these children are in programs now, the behavioral management problem overrides the educational goals in its

impact on the child's program, so a more appropriate placement, in which the behavioral problem can be tackled foremost, is necessary.

It will be noted that children with this type of need constitute twenty-two or 14.86% of the retarded children in Edmonton who are recorded as having unmet educational needs, and that the majority (63.6%) are male. The mildly retarded category includes 63.6% of those whose behavioral management needs are their primary problem, while the moderately retarded included 31.8%, the severely retarded only 4.6%, and the profoundly retarded and borderline groups are not represented at all. It is also worthy of note that 45.45% of those with outstanding behavioral management problems are in the early adolescent years (12-14 years).

It appears then, that of those children whose behavioral problems are of paramount importance, the majority are in the mildly retarded (EMR) group, male, and in the 12-14 year age level.

Table VI

Number of School Age Retarded Children in Edmonton Sub-Region with Educational plus Behavioral Needs, Classified According to Age, Sex, and Level of Retardation.

Age	Sex	Number at Each Level of Retardation			Total at Each Age Level	% of Entire Sample
		Moderate	Mild	Borderline		
6-8	F=0 M=2	2	0	0	2	1.35%
9-11	F=0 M=2	2	0	0	2	1.35%
12-14	F=3 M=5	6	2	0	8	5.40%
15-18	F=4 M=11	5	9	1	15	10.13%
Total at Each Retardation Level	F=7 M=20	15	11	1	27	
% That Children in Each Category Constitute of Entire Sample	F=26% M=74%	10.13%	7.43%	0.67%		18.24%

Although Table five cites the numbers of children who have behavioral management problems as their primary difficulty, that is not to say that other retarded children do not have behavior problems too. Table six includes children at the moderate, mild, and borderline levels of retardation who have behavioral management problems in conjunction with educational needs, but whose behavioral problems are not so severe as to largely or completely override

any progress they might make in an educational program. Such children constitute 18.24% of the one hundred and forty-eight children sampled. Some of these children may be presently enrolled in an educational program, while others are not. Information was not available for children at the severely and profoundly retarded levels with this type of need.

In this instance, it appears that the majority of children with the combined behavioral and educational needs lie at the moderately retarded level (55.5%), and that the majority are, as in Tables four and five, male (74%), and in the 15-18 year age group (55.5%). The age levels with least representation in this group are 6-8 years and 9-11 years.

By far the largest proportion of children in the sample of one hundred and forty-eight require educational placement (66.87%), but a notable proportion (33.13%) have either very severe or less severe behavior problems which either make placement in an educational program difficult if not impossible, or interfere with any progress such a child might make if he is already registered in an educational program. The largest number of children with unmet educational needs of any of the three types are in the 15-18 year age bracket, with the slight exception of the 12-14 year age group, whose behavioral needs are of primary importance. The majority with all types of needs are male, and fall in either the moderately retarded (TMR)

or mild (EMR) levels of retardation.

Information Concerning Specific Kind of Program Child is Waiting for as It Relates to Age, Sex, and Retardation Level of Child:

Tables seven and eight present a more detailed breakdown of the kinds of placement which are required by those retarded children both with and without programs at present. Since it would have made the tables very large and unwieldy, information on levels of retardation has been included in the text following the tables.

Table VII

Number of Children Seeking Placement, as Related to Age and Kind of Program.

	Program	Age 6-8	9-11	12-14	15-18	Total	% that each category constitutes of total sample
Educational	Cormack Center	7	0	3	3	13	66.23%
	Wetaskiwin Center	2	1	0	0	3	
	Other Educational	6	13	15	27	61	
	Vocational	0	0	0	21	21	
Educational and Behavioral	Educational Behavioral Vocational Behavioral	2	3	8	4	17	18.91%
		0	0	0	11	11	
Behavioral	Behavioral Management	1	4	10	7	22	14.86%
	Total	18	21	36	73	148	100.00%

Table VIII

Number of Children Seeking Placement, as Related to Sex and Kind of Program.

Program		Sex Male	Sex Female	Total	% that each category constitutes of total sample
Educational	Cormack Center	4	9	13	66.23%
	Wetaskiwin Center	3	0	3	
	Other Educational	37	24	61	
	Vocational	14	7	21	
Educational and Behavioral	Educational Behavioral	12	5	17	18.91%
	Vocational Behavioral	8	3	11	
Behavioral	Behavioral Management	14	8	22	14.86%
	Total	92	56	148	100.00%

In the sample of one hundred and forty-eight children, all of those waiting for placement in Cormack Center and Wetaskiwin Center were profoundly or severely retarded; 39.3% of children awaiting another type of educational placement were moderately retarded, and 34.4% were mildly retarded; 67% of those awaiting vocational placement were mildly retarded and 33% moderately so.

Quite noticeably, then, the majority of those awaiting placement fall, as mentioned previously into the moderately and mildly retarded categories. Of course, since the incidence at these levels of retardation is higher than that of the severely/profoundly retarded group, this finding is not surprising.

Table seven shows that the greatest proportion of those seeking placement are 15-18 years of age and seeking placement in educational facilities other than Cormack or Wetaskiwin Centers, or placement in a vocational facility. The smallest groups were those seeking placement in Wetaskiwin Center or in a vocational/behavioral program, and the age level with least representation was that of the 6-8 year old children.

As is evident from Table eight, the number of males seeking placement far exceeds the number of females, specifically in educational, vocational, and behavior management areas, although the relative proportions of males and females in each case is very little different. The majority of both males and females were seeking admission to educational programs.

Table IX

Number of Children Waiting for Each Kind of Program as Related to Whether or Not Child is Currently Enrolled in a Program.

	Program For Which Child is Waiting	Number of Children Enrolled in a Program Currently	Number of Children Not Enrolled in a Program Currently	Total
Educational	Cormack Center	5	8	13
	Wetaskiwin Center	1	2	3
	Other Educational	50	11	61
	Vocational	17	4	21
Educational and Behavioral	Educational Behavioral	23		
	Vocational Behavioral	23	5	28
	Behavioral Management	21	1	22
	Total	117	31	148

Table nine clearly shows that although there are sixty-one individuals awaiting educational placement (41.2%), fifty or (81.96%) of them are already in some educational program, and are merely awaiting more appropriate placement. In the case of the educational/behavioral, vocational/behavioral, vocational, and behavioral management categories, the same holds true--the majority of those awaiting placement are currently enrolled in an educa-

tional program of some sort. However, for those individuals awaiting placement at Eric Cormack or Wetaskiwin Centers, 61.5% and 66.6% respectively are not enrolled in an educational program at present. Although the incidence of severely and profoundly retarded children in the sample waiting for placement in educational facilities is quite small, 2.02% and 8.78% respectively, that should not be a reason to neglect their needs. For those who are not enrolled in a program at present, then, the deficiency seems to lie with the Eric Cormack Center or Wetaskiwin Center, in which case, the problem is lack of space, or with other largely educational facilities. For those children who are currently enrolled in programs, the majority who require more appropriate placement require it in the areas of straight educational programs or combined educational/ behavioral programs.

Summary in Brief:

To summarize then, it appears that the greatest proportion of the sample of children with unmet educational needs fall within the moderately and mildly retarded groups, but that more of the children with unmet educational needs lie in the profoundly and severely retarded group than in any other. The greatest number with unmet needs are in the 15-18 year age group, and the majority of these are seeking either straight educational or vocational placement, behavioral management programs, or

programs which would combine either educational or vocational programs with behavioral management. The greatest proportion seeking placement, whether or not currently enrolled in a program, are male. Almost one-third of those seeking placement have behavioral management requirements to a greater or lesser degree.

DATA OBTAINED FROM INDIVIDUAL FACILITIES

Information Regarding Facilities in Edmonton Providing Educational Programs for the Retarded and Reasons Why Children May Be Placed on a Waiting List:

Table X

Degree of Retardation as Related to Number of Facilities Serving, Present Enrollment, and Total Number of Children on Waiting Lists, Ages 6-18 years.

	Number at Each Level of Retardation			Total
	Severely/ Profoundly	Mod- erate	Mild	
Number of Facilities Serving	3	3	5	11
Present Enrollment	152	457	1010	1619
Total Number on Waiting List	21	7	0	28

Note-A school board counts as one facility, if its provision is opportunity rooms scattered throughout its system, but if there is a special school operating under the control of a school board, it is counted as one facility, in addition to the count of one for other provisions, such as opportunity rooms, set up by that board.

Information regarding the age and sex of those trainable retarded children on a waiting list was very sketchy, and in some cases, all the center had was a recommendation "by word of mouth" and a child's name, so

that a detailing of age and sex of these seven was not possible, although all were aged 6-18 years.

In Table ten, the group of twenty-one severely/ profoundly retarded children, of age 6-18 years, on waiting lists for specific facilities includes the same thirteen children mentioned previously in Table six, recorded at Services for the Handicapped, requiring placement at Eric Cormack Center. The remaining eight were awaiting placement at either the Child Development Center or the Activity Center. Twelve of those waiting were female and nine were male, while the single age level which included the largest number waiting was 6 years, with seven children at that age. Of those thirteen children awaiting placement at Cormack Center, four were male and nine female, and there were no more than three at any one age level, that level being 6 years, while the rest were roughly evenly spread from age 7-18 years. Of those eight children on the waiting lists for the Child Development Center and the Activity Center, five were male and three were female; four were 6 years of age, and the remaining four ranged in age from 7 to 12 years old.

Table ten shows that of those children recorded on waiting lists at individual facilities in Edmonton, 75% are in the severely and profoundly retarded group. Reasons given for all of these being on the waiting list is lack of space at the facility with a program which would be appropriate to their needs. Since there are so few facili-

ties for the severely and profoundly retarded, there is no choice but to wait, as it is not even possible to gain admission to an inappropriate program. The remaining 25% are in the moderately retarded group, and are waiting, not because of lack of space at any facility, but because of some physical handicap or health problem which presently prevents them from being able to withstand the rigors of the classroom. The latter condition, in all cases, was expected eventually to be ameliorated to the point where the child could be admitted to Robin Hood School, which has a program appropriate for them.

As was evident in the data obtained from Services for the Handicapped, information elicited from individual facilities indicates that the largest number of children who have unmet educational needs are those who are diagnosed as severely or profoundly retarded.

Perceptions of Staff at Facilities for Educating the Retarded Regarding Inadequacies of Present Educational Provisions

Informants (usually directors) at individual facilities were asked to comment on any areas of weakness that they felt existed with respect to educational provisions for the retarded in Edmonton, regardless of whether or not their comment concerned provisions for the particular level of retarded child with which their facility dealt.

From those informants at facilities for the borderline and mildly retarded, including the public and separate school boards, several complaints were cited. The most common complaints concerned (a) the lack of facilities for the multiply handicapped; (b) the lack of facilities for children with emotional problems; and, (c) the lack of facilities for those with behavior problems. It was pointed out by some informants that although many of the children with emotional or behavioral problems are currently enrolled in educational programs, other types of programs are needed to deal with their problems aside from education.

Certain of the informants pointed out that at this time in Edmonton, there are some programs run by school boards, some run by the Department of Health and Social Development, and some by various association groups. Some of those interviewed felt that existing programs could deal more efficiently with more children if control were not so fragmented.

One informant felt that in order for the retarded student to come up to his full potential, earlier vocational/occupational training is needed--for example, beginning at age 14 years, instead of the usual 16 years at present.

Other complaints centered around the lack of integration of retarded children into schools attended by normal children. At this time, only the educable men-

tally retarded are integrated into regular public schools and some of the informants felt that progress in the public acceptance and support of the retarded could only be made if the more severely retarded children were also integrated into regular schools. In this way, people could become better acquainted with and more knowledgeable about the retarded.

From those informants at facilities for the moderately (trainable) retarded, one of the main complaints was the same as one of those previously mentioned: the lack of facilities for the multiply handicapped. Other comments by these individuals reflected the rather more vocational flavor of programs at this level. One such comment was about the lack of attempts by programs to deal with the whole child rather than just with fitting him for a specific job. It was pointed out that vocationally oriented programs usually neglect such things as social skills, which are necessary if one is to become successfully integrated into the community.

Complaints from those informants at facilities for the severely and profoundly retarded centered largely around the lack of programs and the lack of space in facilities for these children. It was remarked that sufficient funds are usually allotted for wages, but that there is not enough left over for development of new programs, and so on. They mentioned also that many of the children enrolled in programs at this level have behavioral prob-

lems, but that there is insufficient staff and inadequate program to deal properly with them.

It seemed to be obvious to everyone that there is a very great need for additional facilities for the severely and profoundly retarded, as directors or other informants at all levels commented on the shortage. This was the single most outstanding complaint.

DATA OBTAINED FROM PARENT INTERVIEWS

In general, the parents who were interviewed felt that the educational programs available for their children were too "hit and miss", and that there were many gaps in what was provided. Chief among their complaints seemed to be: (a) that pressure was subtly applied from various sources, such as friends, relatives, doctors, and staff of facilities with which they had had contact, to keep their child in the home, but that no form of dependable parental relief was available; (b) that there were too few alternatives available for the education of their children, especially for multiply handicapped children; and, (c) that since they pay taxes, they should get something for their children, as everyone else does.

The children of the four parents who were available for interview were between the ages of 6 and 15 years, and all were female.

Case 1: Child number one was 6 years old and had been diagnosed as severely mentally retarded. She had been at the Child Development Center for one year and four months, and had been referred there by Glenrose School Hospital, but only after the parents themselves had phoned several other places such as Evelyn Unger School, Winnifred Stewart School, etc., for help. Glenrose School Hospital assessed the child and then made the referral to the present facility, but the parents were able to get the child

into the program only half days for the first two months of 1974, then three days per week from March to August, since the facility was full at the time. Finally in September, the facility was able to take the child for full days. Even though she now has full time placement at the Child Development Center, the parents find that the care that she requires still places such a severe strain on their time, energy, and family relationships, that some kind of twenty-four hour per day placement is needed. The child is now on the waiting list for Wetaskiwin Center.

Case 2: Child number two was multiply handicapped--retarded and severely palsied. The parents applied to the Child Development Center, in which the child is presently enrolled as soon as they heard about it and, as there was a space available at that time, they did not have to wait. The child has been in the present program for two years, almost since the facility was set up. The family was referred there by Glenrose, where the child was taking physiotherapy. The child had previously attended Robin Hood School, only two days per week, since that facility was trying to provide part time relief for parents of several children, and at least a part time program for the children. She is not now on the waiting list for any other center, as the parents feel that there is no other at present which would be as good. The reason for with-

drawing the child from Robin Hood was simply that the child could get full time placement in the Child Development Center program, but not at Robin Hood.

Case 3: Child number three was brain damaged at birth, and had been at the Child Development Center for one year. The parents heard of the program through a friend and through the newspaper, and there was no waiting period at the time they applied. Previously, the child had attended the Evelyn Unger School for 1½ years, but did not seem to the parents to be making any appreciable progress, so she was enrolled at the School for Autistic Children. Conflicts of opinion between parents and staff members at the latter facility as to the program for the child led to her removal. The parents felt that the child had seemed to be losing ground that she had earlier gained, so they had been on the alert for a new program. The child is not on the waiting list for any other program, as the parents feel that the Child Development Center is the best available at present.

Case 4: Child number four was 15½ years of age, and diagnosed as severely retarded, quadriplegic. The parent of this child was one of the founding members who formed the Activity Center that the child attends, so there was no waiting to have the child admitted. The child has been at the present facility for about 2½ years, but was diagnosed before the age of one year. The parents had

taken her to the Cerebral Palsy Clinic once per month for treatment as long as the clinic was open. The child then attended a day care center until age 6, the maximum age level accepted. She attended for half days only, as the center did not feel that their staff had enough time to attend to her needs adequately for more than that each day. Following this, she was enrolled at Robin Hood School, but only attended three days per week until the age of 13 years, due to the school's heavy enrollment and attempts to provide at least a little educational program for some children over and above their usual enrollment, and some relief for the parents of these children. The child has since been in the program at the Activity Center and is not on the waiting list for any other center.

It should be noted here that three of the four children could obtain only part time placement in some program before being enrolled in their present facility. In one case, even after full time placement was obtained, the program was found to be unsuitable for the child's needs, and in another case, the relief provided was still not adequate for the family's welfare. The above information seems to support that from the individual facilities and from Services for the Handicapped which indicate a great shortage of alternative programs for the children who are more severely handicapped.

DATA OBTAINED FROM AN AUTHORITY IN THE FIELD

Dr. John Church, Director of Special Education, Alberta

Dr. John Church, Director of Special Education for Alberta, confirmed the idea that we in this province still have a "non-compulsary" education system. It is mandatory that every child of age 6 to 16 years be provided by school boards with an educational program, but Dr. Church said that there are still "weasle" clauses which allow for the fact that some children are, indeed, not being given such opportunities (Sections 134-138, School Act). For example, Dr. Church cited exclusion clauses, which don't set a maximum length of time for exclusion of a child from class, as well as the wording which "may establish", has been used in the School Act, so that legislation regarding special education classes is actually permissive rather than mandatory in nature. In other words, school boards "may establish" facilities for the retarded if they wish to, but it is not mandatory that they do so.

At the moment, there are no plans to have the public school boards take over any of the existing association schools for the trainable retarded in Edmonton, but some classes in other Alberta centers have apparently been taken over. However, this fall in Edmonton, there will be a new program opened by the public school board for trainable mentally retarded children whose parents wish them to attend something other than an association school.

Classes will be established in existing elementary schools, and children must be mobile and toilet trained to gain admission. As yet, there is no estimate as to the number who may request admission. Dr. Church sees this move as a step towards a "zero reject" policy by school boards. He further predicts, that in five or six years, all educational facilities for the retarded will be under public control.

The following chapter will be devoted to a discussion and examination of the data which has just been presented.

CHAPTER IV

DISCUSSION

In general, data collected support the main hypothesis of this paper: that there are some mentally retarded children of school age in Edmonton who are getting no educational program whatsoever, and that the majority of these children are severely or profoundly retarded.

Proportion of Dependent Handicapped Children in Edmonton as Compared with the Rest of Canada

Data from the Dependent Handicapped Survey (1973) showed that the percentage of dependent handicapped individuals in the Edmonton area was quite coincidental with national statistics (Table two). The incidence of those dependent handicapped who are profoundly or severely retarded most closely parallels that of national incidence, but the numbers of moderately retarded dependent handicapped appear to be lower than expected. As was discussed previously, this seemingly lower incidence is most likely due to the lesser visibility of retarded children at this level. If, by comparison with other provinces or places, the Edmonton region should prove to be at all backward in the extent of its provisions for the dependent handicapped, it could not, therefore, be blamed on a relative excess of individuals handicapped to the degree in question here.

The apparent relative preponderance of profoundly and severely retarded individuals of school age, as compared with those who are moderately retarded might possibly be due to: 1) the greater visibility of profoundly and severely retarded individuals, especially those of school age, making it appear that there are more at the school age level than at other age levels; 2) an actual difference due to death at an earlier age for those who are profoundly retarded; or, 3) to other various unknown reasons.

Children on Waiting Lists for Facilities

There are currently one hundred and forty-eight children of school age on waiting lists for some facility. Some of these children (79%) are presently enrolled in educational programs, but are awaiting placement in more appropriate programs, while others (21%) at present have no educational program at all (Table three).

Level of Retardation

According to Table one, based on an estimated population of five hundred thousand in Edmonton, and on Canadian Association for the Mentally Retarded statistics, approximately five hundred Edmonton individuals could be expected to fall into the severely/profoundly retarded category. Since Table four shows that a total of thirty-two school age children fall into that group, this means that only 6.4% of the expected number of individuals

actually appear to be school age children who have some kind of unmet educational need. This may seem to be a rather low estimate, especially in view of the fact that there are waiting lists for all facilities which service the severely and profoundly retarded.

It is important to remember that data for the severely/profoundly retarded in the Edmonton sub-region is probably more complete than the listings for the TMR and EMR level children, since the closest that Edmonton comes to having a central registry for individuals at a particular level of retardation is the complete record at Services for the Handicapped of those children who are severely or profoundly handicapped and who are seeking admission to either Eric Cormack Center or Wetaskiwin Center. These two facilities are the largest in the Edmonton area which cater to the needs of the most severely retarded children, and both receive all their referrals through Services for the Handicapped. The only other facilities to serve children at this level are the Activity Center for the Dependent Handicapped, and the Child Development Centre, with space for twenty-five and thirty-five children respectively. The total number enrolled at appropriate facilities is only one hundred and seventy-three or 34.6% of the expected five hundred individuals at this level of retardation in Edmonton. So, even taking these facts into consideration, the estimated number of profoundly/severely retarded

children having unmet educational needs still seems rather low.

There are a number of possible reasons for this: 1) children at the more severely retarded levels may not be regularly reassessed; 2) children are listed with Services for the Handicapped on a voluntary basis, and that office yields the best office available, even though it is undoubtedly incomplete: some parents may feel that they neither need nor want their child away from home for even part of the day; 3) there is no program with adequate space for these children at the moment, so they are possibly not considered to be missing anything, and thus, not to have a "need"; 4) children at this level are often considered unable to benefit from education, so may not be perceived as having a "need" for it: many such children are in institutions, such as Deerhome, Wetaskiwin Center, Alberta School Hospital, or at the Baker Memorial Sanitarium in Calgary, and parents are probably not about to "lose their place" by taking the child out to try some new, unguaranteed program so the child in this case, may not be perceived as "needing" access to any particular program.

Similarly, based on Table one, approximately one thousand five hundred Edmonton individuals could be expected to fall into the moderate (TMR) category, and using figures from Table four, this means that fifty-

three, or 3.5% of the expected number at this retardation level appear to be school age children who have some kind of educational need. In view of the several facilities available for the TMR, this figure is probably quite reasonable, but it should be remembered that data about those TMR and EMR with educational needs is also registered on a strictly voluntary basis, with parents or various facilities being solely responsible, so that there could be many more unlisted children with unmet educational needs.

Based on Table one, approximately 13,000 Edmonton individuals could be expected to fall into the mildly retarded (EMR) category. Sixty-two, or 0.28% of the expected total number have been registered at Services for the Handicapped as being school age children having some kind of educational need. The public school boards provide programs for retarded children at this level, and the gaps are apparently very few.

For those children who have either 1) behavioral management needs primary, or, 2) combined education and behavioral management needs of about equal urgency, the majority are in the moderately or mildly retarded groups. It may be that those children who are profoundly or severely retarded are not mobile or vocal enough to call attention to the same extent as those who are less retarded, and so are not as readily perceived as having behavioral problems (Tables five and six).

Age

Approximately half of those with unmet educational needs of some kind fall into the 15-18 year age bracket (Table four). The majority of those in the age group (15-18) are awaiting either straight educational placement (37%) or straight vocational placement (28.7%) (Table seven). As was pointed out earlier, over two-thirds of those awaiting placement are either mildly or moderately retarded, so the need for immediate or anticipated vocational or for pre-vocational training may be partially responsible for the increased proportion of 15-18 year olds awaiting placement.

Approximately half of those with behavioral management needs of some type - either primary (45.45%) or in combination with educational needs (55.5%) are in 12-14 year or 15-18 year age brackets, respectively, indicating perhaps, that the older and stronger and more knowledgeable a child becomes, the more likely he or she is to be perceived as presenting behavior management problems (Tables five and six). Perhaps, also, some of these behavior management problems, especially in the 12-14 year age group could be attributed at least in part to the commonplace turmoil of adolescence in our society, and may fade as the child grows older.

Sex

With regard to sex, of those individuals requiring

educational placement of some type (Table eight), 62.1% are male. Of those people seeking straight vocational placement, 66.6% are male, while 33.4% are female. Twenty-four percent of males with educational needs require vocational placement, compared with 17.5% of females.

With respect to other types of straight educational opportunities, the sex difference is not so pronounced: 57.14% are male and 42.9% female. However, within each sex grouping, the difference is not quite as notable as one might expect - 15.2% of males and 12.5% of females require vocational placement.

Although males make up 62.1% of the entire sample listed as having any type of educational need, they constitute 69.4% of the groups having some degree of behavioral management need (Tables five and six).

The proportion of males as compared with females is greater in the entire sample of one hundred and forty-eight children, and of those, a slightly higher proportion of males than females are seeking vocational placement or other types of straight educational placement, reflecting perhaps, social pressure to conform to society's view of what a man should be.

Some Reasons Why Children May Not Presently Be Enrolled in a Program

For any of the profoundly or severely retarded who

were awaiting initial placement, lack of space was the deterrent. For those children at other levels with other types of needs, the usual problem was that of lack of an available program suited to their specific needs, but the greatest proportion of these children were already enrolled in a program.

Types of Programs for Which Children are Waiting

The majority of children with unmet educational requirements are seeking placement in a straight educational program (66.89%) (Table four), while 14.86% (Table five) are seeking programs which would give them primarily behavior management training, and 18.24% (Table six) require positions in programs which would combine behavior management and educational processes.

Among those seeking educational placement, 21.4% (Table seven) are seeking vocational placement, 16.2% wish admission to either Cormack Center or Wetaskiwin Center, and the vast majority (62.4%) require positions in some other type of educational program.

It appears, then, that some other type of educational program than what is currently available is required for most of the children whose educational needs are currently unmet. A large number of the children appear to have unmet behavioral management needs, so there is obviously a need for a new behavioral management program.

Current Enrolment or Lack of It in Edmonton Area Facilities

Of those children who have educational needs, 20.9% are currently not enrolled in any kind of educational program (Table three). Most of the EMR and TMR group have a program at present, even if they are on the waiting list for some other program. This is no doubt due to the fact that there are various programs available through the Edmonton School Boards, and by the Edmonton Association for the Mentally Retarded. There are approximately twice as many severely and profoundly retarded children without a program, compared with the EMR and TMR groups, and over half of the severely/profoundly handicapped have no program at all. The shortage of facilities and space in them for the severely and profoundly retarded seems to be largely to blame for the number of children at this level who do not have a program (Tables nine and ten).

As seen in Table ten, composed of information obtained from facility directors, the list of individuals waiting for placement in facilities for the severely and profoundly retarded is three times as large as the list of those awaiting placement in facilities for the TMR, and there are no children on waiting lists for programs for the EMR, as reported by facility directors.

As is evident in Table nine, almost all of those children with behavior management needs of some degree

are presently enrolled in an educational program, but there are more profoundly retarded children (61.5%) waiting for placement than are currently in a program. The other two main types of programs for which there are children waiting who have no current program are vocational and educational programs other than Wetaskiwin Center or Cormack Center. Children who are 15-18 years of age represent roughly half of those who currently have no program (Table three).

It is interesting to note that among those who have educational needs, 79% are presently enrolled in some kind of an educational program, but are considered to have educational needs because they are in a program which is inappropriate for them, in the judgment of the staff at the facility they attend and at the office of Services for the Handicapped. However, there are currently no more appropriate programs available for them. All of the children but one with behavioral management problems are in this category.

There are several kinds of facilities for the mentally retarded in Edmonton, to cover a wide range of problems associated with mental retardation, and established by a number of different groups. Judging from Table ten, and from the fact that there is virtually no waiting list for any facility for the educable mentally retarded, and very little for the train-

able mentally retarded, there seems to be no particular facility shortage at these levels. All directors of facilities for children with these levels of retardation indicated that the only usual problems preventing admission would be a health problem requiring close medical supervision, seizures, or physical immobility. Robin Hood School is the only school equipped to take children with these problems, but they can accommodate only twelve, and those at the TMR level. At present they have a full quota of such cases.

The facilities which try to provide an educational program for the severely/profoundly retarded are relatively new and include Cormack Center; the Rehabilitation Society Child Development Center; and the Activity Center for the Dependent Handicapped. All may be termed "educational" in the sense that all attempt to teach self-help skills, toilet training, some social and motor skills. Eric Cormack Center has a high proportion of bed patients, but the staff attempts to teach the previously mentioned skills. These three centers in Edmonton (plus Wetaskiwin Center) are the only ones which try to carry out an organized type of educational program for severely/profoundly retarded children in the Edmonton area, but all four centers have waiting lists.

Complaints from People Involved

Data obtained from Services for the Handicapped and showing a shortage of facilities for those children who are severely or profoundly retarded (Table 7) are supported by complaints received from directors of facilities serving all levels of retarded children: complaints about the lack of facilities for the profoundly/severely handicapped and multiply handicapped.

Further data obtained (Tables four and five) shows a shortage of space and programs for children who have behavioral management problems and interviews with directors of facilities brought out complaints about the same problem.

Complaints regarding poor vocational opportunities - both the number and type available - also support data cited in Table seven of information from Services for the Handicapped.

Information from Services for the Handicapped identifies three major areas of need: 1) programs for the severely and profoundly retarded and multiply handicapped; 2) programs for children with behavior management problems; and 3) vocational programs. All of these needs were reflected in the complaints cited by facility directors, and by Dr. John Church, Director of Special Education for the Province of Alberta.

Many children were found through Services for the

Handicapped data to be in need of straight educational programs more appropriate than what they currently have, and this was mirrored in the complaint by parents that there were too few alternatives available for their children's education.

Limitations of the Study

Since there are in existence no complete records of the numbers of mentally retarded children in and around Edmonton, it was impossible to accurately compare the numbers of school age children who have unmet educational needs with the number who apparently do not. The best that could be done, therefore, was to take Canada Census statistics plus Canadian Association for the Mentally Retarded incidence of retardation statistics, estimate the number of retarded children at each level who could be expected in Edmonton, and compare this number with the number who have been listed as having unmet educational requirements. How close the approximation was or is, is unknown, but the important thing is that it is the best available.

In the case of those children who are on waiting lists because they are currently in programs inappropriate for them, it was virtually impossible to know what kind of program they required, unless their need was designated as "behavior management". Other than that, students were merely classified as being in an inappropriate program. What program type would have been more appropriate was not designated by available data.

It is extremely difficult, if not impossible, to do research on excluded children, simply because they are hard to find. It would have been desirable to interview parents of children who are presently not enrolled in any

program, but those agencies which know of such cases do not put researchers in direct contact with their clients.

As was mentioned previously, there exists the possibility of overlap among the waiting lists of some facilities, but at present, these lists constitute the best data available with respect to school age children who have unmet educational needs.

Conclusions

1. There are currently one hundred and forty-eight children of school age on waiting lists for some type of educational facility in the Edmonton area.

2. Twenty point nine percent or thirty-one of the children on waiting lists are currently receiving no educational program at all. The majority of these are female (54.8%). The age group with the largest number is the 15-18 year age group, (45.1%) and most are profoundly retarded.

3. The level of retarded having the largest proportion of children with unmet educational needs is that of the severely and profoundly retarded, although the largest numbers are at the moderate and mild levels of retardation.

4. The majority of those with unmet educational needs of any type are also in the 15-18 year age group (64%), followed by the other age groups in decreasing frequency with descending age. Most (62.1%) are male.

5. Thirty-three percent of those children with unmet educational needs have behavior management problems to some degree.

6. The majority of children seeking educational placement require a straight educational program, involving placement at Cormack Center, Wetaskiwin Center, vocational training, or some other type of straight educational placement.

7. For all of those children at the profoundly and severely retarded level who currently have no educational program, the reason is lack of space in existing programs. For the children at that same level who are currently in inappropriate programs, there is simply no place else for them to go. The number of children in each of the two situations is almost equal.

8. For those children at the TMR level and up, the vast majority of needs were due to current inappropriate placements, rather than to lack of space.

9. Authorities in the field and parents appear to have a reasonably accurate picture of the gaps in the educational system for the retarded in Edmonton.

Implications and Suggestions for Further Research

Since there are at least one hundred and forty-eight retarded children of school age in Edmonton who have been listed with Services for the Handicapped as having unmet educational needs, there are obviously some deficiencies in the system of available education. It is quite possible that there are many more cases of educational need than are recorded.

Clearly, some way is needed to account for all children to determine whether or not they are enrolled in a school somewhere in Alberta other than in the Edmonton region, or elsewhere, whether or not the child in any way falls into one of the categories in the group considered to be retarded, and what his current unmet educational needs are, if any. It would seem worthwhile to attempt to devise a method whereby this could be done, so that greater accountability for the education of the retarded could be established.

Thirty-one children are currently receiving no educational program at all, but since these are known about only through a voluntary listing, there could be many more. There is at present no way of knowing how many retarded children there are in the Edmonton area, so not all can be said to have or even to not have a program.

It is clear that some additional special provision is required for those retarded children who have behavior management problems, since the needs of fully one-third

of the children listed are of this type.

The most severe shortage of appropriate programs seems to lie at the moderate and mild levels, so it would appear that additional facilities with alternative programs are needed in the Edmonton area for these children. It would seem valuable to survey the individual cases of those children who are deemed to have "inappropriate" educational placement in order to determine exactly what further deficiencies may exist in available educational facilities for the retarded in the Edmonton area.

Since the numbers of profoundly and severely retarded children with educational needs are smaller, it would seem that they should be more quickly and easily taken care of. Perhaps additions to existing facilities such as Eric Cormack Center and Wetaskiwin Center are called for, as well as added provisions and space for facilities such as the Child Development Center and the Activity Center.

FOOTNOTES

Number		Page
1.	Prince Edward Island R.M. Ewing, Chief Director, Programs & Services, Department of Education, Charlottetown, Prince Edward Island C1A 7NB	3
2.	New Brunswick E.J. Owens, Director of Special Education, Department of Education, P.O. Box 6000, Fredericton, New Brunswick E3B 5H1	4
3.	British Columbia J. Walsh, Superintendent, Integrated and Supportive Services, Division of Integration and Supplemental Services, Department of Education, Parliament Buildings, Victoria, British Columbia VSV 1X4	4
4.	Alberta Dr. J. Church, Director of Special Education, Department of Education, Edmonton, Alberta	5
5.	Nova Scotia J.P. Ingrao, Consultant, Special Education, Department of Education, P.O. Box 578, Halifax, Nova Scotia B3J 2S9	6
6.	Saskatchewan Department of Education, Avord Tower, Hamilton and Victoria, Regina Saskatchewan S4P 0R7	7

BIBLIOGRAPHY

1. Abeson, A. Movement and momentum: Government and the education of handicapped children. Exceptional Children, 1972, 39, 63-66.

2. Adamson, G., and Van Etten, E. Zero reject model revisited: A workable alternative. Exceptional Children, May 1972, 38, 735-738.

3. Alberta School Act, 1970.

4. Ballance, K.E. & Kendall, D.C. Report on Legislation and Services for Exceptional Children in Canada. Council for Exceptional Children, Canadian Committee, January 1969.

5. Ballance, K.E., Kendall, D.C., & Saywell, P. Legislation for exceptional children in Canada, Supplementary report. Special Education in Canada, November 1972, 47, 19-32.

6. Cameron, D.R. Educating the ineducable. Mental Retardation, July 1972, Part I, 9-14.

7. Casey, P.J. Supreme Court and the suspect class. Exceptional Children, October 1973, 40, 119-125.

8. Council for Exceptional Children Basic commitments and responsibilities to exceptional children. Exceptional Children, October 1971, 38, 181-187.

9. Crabtree, R.K. Breakthrough in Massachusetts: Getting it together for the handicapped. Compact, September 1973, 7, 6-9.

10. Cruikshank, William and Goldberg, I. Trainable but non-educable: Whose responsibility? National Education Association Journal, 1958, 47, 622-623.

11. District of Columbia: Mills vs Board of Education of District of Columbia, 348 F. Supp. 866 (D.D. Cl. 972).

12. Dybwad, G. Basic legal aspects and provision for medical, educational, social, and vocational help to the mentally retarded. Australian Journal of Mentally Retarded, 1972, 2 (4), 97-105.

13. Financial Post, January 26, 1974.

14. Forrest, A., Kitson, B., and Zealley, A. (Eds.) New Perspective in Mental Handicap. London: Churchill and Livingstone, 1973.

15. Fuller, R. Breaking down the IQ walls: Severely retarded people can learn to read. Psychology Today, 1974, 8 (5), 96-102.

16. Gilhool, T. Education: An inalienable right. Exceptional Children, 1973, 39, 597-610.

17. Goldberg, I. Human rights for the mentally retarded in the school system. Mentally Retarded, December, 1971, 3-7.

18. Inventory of Educational Services for Handicapped Children of Preschool and School Age in Alberta, Special Education Services Branch, Alberta Department of Education, November 1974.

19. Kirk, S.A. Public school provisions for severely retarded children. In: Stevens, H.A., and Heber, R., (Eds.) Mental Retardation. Chicago: University of Chicago Press, 1964.

20. Kirk, S.A. Early education of the mentally retarded. In: Stevens, H.A., and Heber, R. (Eds.), Mentally Retarded. Urbana, Illinois: University of Illinois Press, 1958.

21. Lippman, L., and Goldberg, I.I. Right to Education, New York: Teachers' College, Columbia University, 1973.

22. Lippman, L., and Goldberg, I. The Pennsylvania case and after: Implications for education. Perspectives on Education, Fall 1973, 6, 1-9.

23. Louisiana: Lebanks vs Spears, Civil No. 71-2897 (E.D. La. April 24, 1973).

24. McClung, M. Do handicapped children have a legal right to a minimally adequate education? Journ- of Law and Education, 1974, 3 (2), 153-173.

25. Pennsylvania Association for Retarded Children vs Commonwealth of Pennsylvania, 334, F. Supp. 1257 (E.D. Pa. 1971) and 343 F. Supp. 279 (E.D. Pa. 1972).

26. Reynolds, M.C. Policy statement: Call for response. Exceptional Children, 1971, 37, 421-433.

27. Risler, W. and Mefford, T. Public school education for the severely mentally retarded. Viewpoints, 49 (1), 13-24.

28. Roos, P. Current issues in the education of mentally retarded persons. In: W.J. Cegelka (Ed.) Proceedings: Conference on the Education of Mentally Retarded Persons. Arlington, Texas: National Association for Retarded Citizens, 1971.

29. Russell, T. Mandatory legislation for exceptional children in Alabama. Journal of Learning Disabilities, June 1973, 6, 395-397.

30. Sage, D.D., and Guarino, R. Unintended consequences: A law which purports to aid handicapped children. Phi Delta Kappan, April 1974, 55, 533-535.

31. Skeels, H.M. A study of the effects of differential stimulation on mentally retarded children: A follow-up report. American Journal of Mental Deficiency, 1942, 46, 335-340.

32. Skeels, H.M., and Dye, H.B. A study of the effects of differential stimulation. Procedures of the American Association for Mental Deficiency, 1939, 44, 114-136.

33. Services in Edmonton for the Mentally Retarded-1974, by Social Planning Section, Edmonton Social Services, City of Edmonton.

34. The Developmentally Handicapped: A Directory of Services in Alberta, Alberta Association for the Mentally Retarded.

35. Weintraub, F.J., and Abeson, A. New education policies for the handicapped and the quiet revolution. Phi Delta Kappan, April 1974, 55, 526-529.

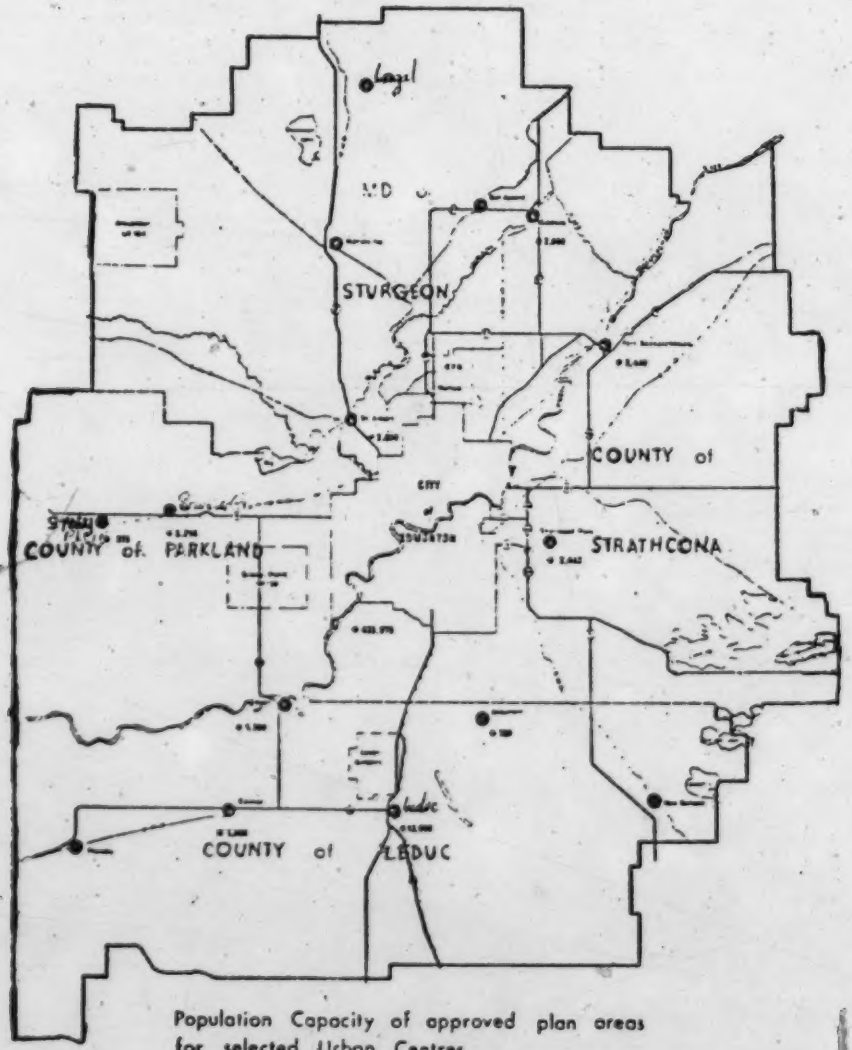
36. Wolfensberger, W. Normalization: The Principle of Normalization in Human Services. National Institute on Mental Retardation, 1972.

APPENDIX

I

FIGURE I

EDMONTON AREA (EDMONTON SUB-REGION)



Population Capacity of approved plan areas for selected Urban Centres

* population figures on map indicate additional capacity in approved subdivisions

(ERPC estimates, June 30, 1974)

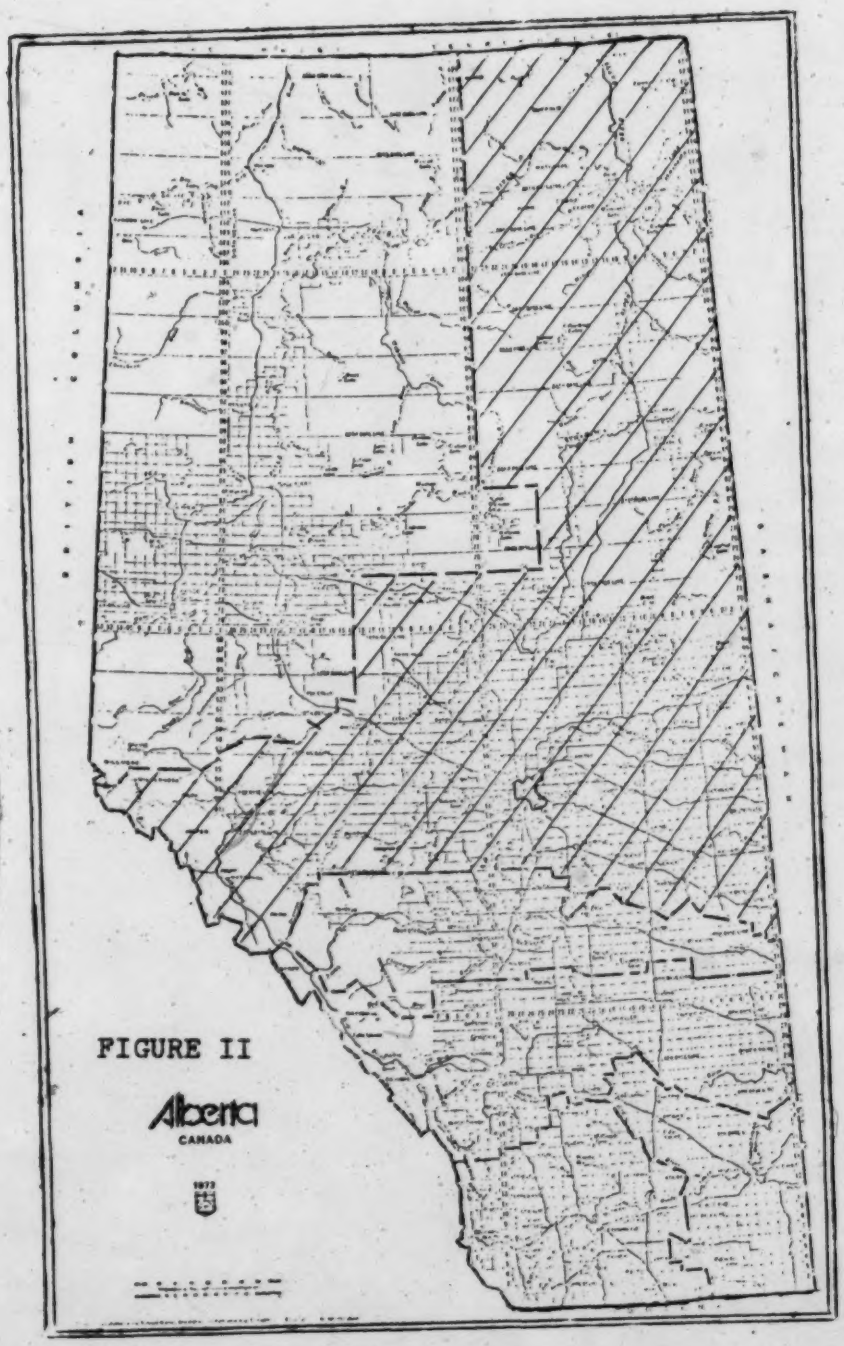


FIGURE II

APPENDIX

II

The Region refers to the following health units:

West: Jasper, Edson, Stony Plain-Lac Ste Anne;

East: Northeastern Alberta, Minburn-Vermilion, Vegreville;

South: Leduc-Strathcona, and the northern halves of Alberta east central;

North: Sturgeon, Athabasca, I.D. 18, I.D. 24; and Edmonton City. Population base of this region at the time of the survey was approximately 810,000.

Data Obtained Through Needs Survey (1975)

Information regarding school age mentally retarded children designated as having unmet educational needs by the Needs Survey (1975) included:

1. age
2. sex
3. retardation level
4. specific facility child is waiting for or type of facility child needs
5. reason not now in facility
6. whether or not child has any program while waiting, and if so, where

Edmonton Facilities Visited

Facilities where an attempt was made to obtain interview material were:

1. Edmonton Separate Schools
2. Edmonton Public School Board
3. Activity Center for the Dependent Handicapped
4. Edmonton Rehabilitation Society Child Development Center
5. Winnifred Stewart School
6. Eric Cormack Center
7. Robin Hood School
8. L.Y. Cairns Vocational School
9. Western Industrial Research and Training Center
10. Glenrose School Hospital
11. St. Albert School Board
12. County of Strathcona School Division
13. Summer Developmental Program--Department of Health and Social Development
14. Evelyn Unger School for Learning & Language Development
15. Edmonton School for Autistic Children
16. W.P. Wagner High School

An interview could not be conducted with The Summer Developmental Program personnel, as that program was no longer in operation.

Information from Individual Facilities in Edmonton

Information obtained at each facility included:

1. type of client--level of retardation or other description
2. ages of clientele
3. number served
4. program offered
5. source of referrals and/or admissions
6. funding
7. whether or not there is a waiting list; and if so, wherever possible to obtain
   --age of child at interview
   --date
   --where referral came from
   --level of retardation of child
   --reason why child is on waiting list
   --what child is doing while waiting (eg. in a program?)
8. whether or not there is a record of children turned down
   It had been hoped to obtain the same information here as for #7, but all facilities indicate that no record is kept unless child is put on waiting list.
9. complaints about educational provisions for mentally retarded children

Data Obtained from Parents Interviewed

Parents who consented to be interviewed were asked a standard set of questions about their retarded children:

1. age;
2. sex;
3. diagnosis of child's problem;
4. cause, if known;
5. how long child has been at present facility;
6. who referred them to the facility;
7. what route was taken to get child admitted;
8. how long it took to get child in from the time of initial application;
9. other children? their ages?
10. whether or not the child is on a waiting list for any other center;
11. whether parents had in mind any particular facility which they wished child to progress to;
12. what goals parents hope the child will be able to reach;
13. complaints with present facility or with system of available education for their child in general?